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REVIEW BY THE CHIEF COMMISSIONER OF THE REPORT ON PUBLIC INSTRUCTION IN MYSORE FOR 1870-71.

1. The Report has been submitted by the Director, Public Instruction, Mr. J. Garrett.

2. There has been an increase of 126 Government schools during the year, with an addition to the number of pupils receiving instruction in this class of schools of 3,821.

3. The progress made in carrying out the hóbli or talook sub-divisional school scheme appears to continue to be satisfactory, and there is every ground for anticipating that, when complete, it will fulfil the objects for which it was adopted.

4. The proposals for the establishment of three new female schools referred to in para 4 should be submitted at the proper time during the current year, when they will receive due attention.

5. The completion during the current year of the system of talook vernacular schools will be an important feature in the progress of education in Mysore.

6. The total number of pupils under instruction in the Government and grant-in-aid schools is stated at 20,958, of whom 2,313 are girls; of this number, 15,223 attend the Government, and 5,735 the grant-in-aid schools respectively.

7. The total sum expended on education in the Province under the three main heads of Direction, Inspection and Instruction with all subsidiary charges is shewn to have been Rs. 3,11,187, of which Rs. 2,23,135 was contributed by the State, and Rs. 88,052 from private sources.

8. 126 candidates attended the branch examination of the Madras University at Bangalore, 98 for the Matriculation test, and 28 for the First Examination in Arts. Of these numbers, 24 passed in the former and 10 in the latter. Of the successful candidates, 8 in the F. A. examination, and all in the Matriculation test belonged to

Mysore schools, the pupils of the Bangalore High School taking the lead in both examinations.

9. The total number of Government schools (exclusive of aided schools) established up to the close of the year was 464, with a monthly average of pupils on the rolls of 14,493, and maintained at a cost of Rs. 1,21,809, of which all, but Rs. 721, was contributed by Government. The receipts from school fees and the sale of books amounted to Rs. 25,415. Of the schools of the higher class, the High School at Bangalore continues to maintain its position as the first educational institution in the Province, and its progress is highly satisfactory. The fees levied at it have realized 25 per cent more than in the previous year, the amount being Rs. 4,114. It is subject for regret that so large a number of the students leave the school in the middle of their education. Such withdrawals, where very numerous, should be watched, and an endeavour made to ascertain if there is any special reason therefor connected with the school course or arrangements. Of 17 candidates for the University examinations from the High School, three passed the F. A., and eight the Matriculation tests respectively.

10. A student of the High School, it is observed, qualified for one of the scholarships given by the Madras Government to fifteen out of the first twenty candidates at the examinations, but not belonging to the Madras Presidency, he could not hold it.

11. The Rája's school at Mysore continues to be favorably reported on ; six of its pupils passed the University tests, two very creditably in the F. A., and four in the Marticulation examinations. The number of pupils has increased to 366, and the amount of fees Rs. 1,642 has doubled during the year. The Hindustani branch of this school had fallen into a most inefficient condition under a worn out and ignorant master, but the substitution of a more competent man in his place has already led to good results. Of the district schools, that at Hassan holds the first place, and is an useful and flourishing institution. Two of its students passed the Marticulation test successfully this year. The attendance at the Shimoga school has more than doubled, and the appointment of a new master has already given good results. The schools at Kolár and Toomkoor are making fair progress. That at Chituldroog had greatly fallen off, but a change of masters has led to improvement.

The Chikkamagalúru school has never had a fair chance, two European masters having died. It seems to be essential that the post shall be filled by a qualified native.

12. Only five schools of the middle class now remain, and it is proposed to close one of these (at Chennapatna), the attendance being very indifferent from the unhealthiness of the place. The other four schools are favorably reported on, that at Chikka Ballápura being considered to hold the first place both as regards numbers and efficiency.

13. Of the schools of the lower class, the talook vernacular (Kanarese) schools occupy the first place. The number of these schools is now all but complete, and they offer every facility to a higher range of study in the vernacular of the country, but though reported to be steadily improving, they have not yet attained to the desired standard. Social circumstances are stated to overbear the inducements to a higher range of study as afforded by these schools, and the origin or influences of such circumstances should be carefully sought out and watched, so that if possible they may be ascertained and vanquished. The schools are, however, undoubtedly making progress, and with well selected and competent masters will yet be as successful as could be desired.

14. There are five Hindustani schools, of which that at Kolár is the best. This class of schools has been much neglected, and the masters generally are ignorant and unfit for their posts. Considering the large number of Mahomedans in Mysore, and that Hindustani is their vernacular language, some further effort appears to be called for to afford them the means of instruction therein. The language not being used in the courts or Government offices or proceedings, its study appears to have become obsolete except amongst the Mahomedans and some of the Government employés, but as the "*Lingua Franca*" of Hindustan it should be encouraged within reasonable limits. The difficulty is to get trained and competent masters for its instruction.

15. The number of the hóbli or village schools has reached 356 with an attendance of 10,680 pupils, and in the course of another year the full complement will have been completed. The masters of all these schools have been trained in the Normal Training School and have passed the required examination before appointment. The pro-

gress of the schools has been in all respects satisfactory and encouraging. The duty of periodical inspection of these schools is entrusted to eight Native Sub-Deputy Inspectors, and their reports, which are borne out by the observations of the higher officers of the Department, afford evidence of their success. The selection of masters from the locality or neighbourhood of each school has had the best results. The schools generally are popular amongst all classes of the community, which is perhaps the best test of their meeting the object of their establishment. It is hoped that the full complement of this class of schools will be soon completed, but the Director's anticipation of the establishment of a Government school in every *village* in the Province can never be fulfilled. The educational cess in this Province could never provide for such an object, and the understood intention hitherto has been that it would *pro temp* aid in the heavy charge already borne by Government on this account.

16. There are only five Government female schools at present, but there is a desire amongst the people of certain localities for the establishment of others which shall receive attention. The report of all the schools of this class is favorable. Those at Chintámani and Hassan hold the first place.

17. The Normal Training Schools have continued to answer the object of their establishment, except in the Hindustani branch, for which few candidates are forthcoming. It is hoped that the difficulty on this point will be overcome, for no improvement can be looked for in this class of schools till they are properly supplied with duly trained masters.

18. The operation of the Hóbli Normal Schools continue to be satisfactory. The suggestion for the formation of a special training school for the Malnád deserves consideration, the great object being to train men of the district for employment in its schools.

19. The Engineering School has not been a success, and it is proposed to make an early change in the arrangements connected with it.

20. The education of the prisoners in jail is receiving due attention, and appears to be making encouraging progress.

21. The total number of private institutions under Government inspection is shewn in the following table:—

No. of Institutions.	Monthly Average Number of Pupils on the Rolls.	Average Daily Attendance.	Grants-in-aid by Government.	Expenditure from all sources other than Government Grants-in-aid.	Fees.
76	5,321	4,577	34,592	87,330	31,288

The expenditure in these schools from other sources than Government grants-in-aid continues steadily to increase, as will be seen from the following statement of the amount for each of the last three years.

1868—69.	1869—70.	1870—71.
Rs. 59,822.	Rs. 73,797.	Rs. 87,330.

The reports of the progress in most of this class of schools during the past year are very satisfactory, and speak well for the care and efficiency with which they are generally conducted.

22. The private unaided schools in connection with the church of England, and the Roman Catholic and other Missions number 37, with an attendance of 2,011 pupils, the cost of maintenance being Rs. 6,066.

23. The indigenous unaided schools are entered at 1,843, with an estimated attendance of 26,119 pupils.

24. The total number of scholarships in the Government schools is 39, of which 10 appertain to the Engineering school. It has been suggested that special Matriculation scholarships be founded for the Province, and this and other questions connected with the present arrangements of the existing scholarships shall have due consideration.

25. The Director's report notices the fact that the supply of English educated students is becoming so much in excess of the demands of the public service, for such employés, that several of this class have lately been candidates for admission to the hóbli training schools. There can be no doubt that much dis-appointment on this score is already felt by many such students, and that it must, in the natural course of things con-

tinue, or rather *increase*, until those concerned recognize the impossibility of the public service providing for all their members, and the necessity for their seeking private occupation of some sort as their future livelihood.

26. The course of instruction in English has been greatly improved and rendered more thorough and complete in the provincial schools. Those in which it was imperfectly taught, and which could not be brought up to a proper standard of efficiency, have been abolished, and the arrangements on this head are all that appear to be required for the present.

27. The Kanarese schools are also in a satisfactory footing, and well suited for the purpose for which they have been established ; but the Hindustani schools are still very backward in every way, and require the special attention of the Head of the Department.

28. The demand for books steadily increases, 36,041 books were added to the stock during the year, at a cost of Rs. 23,218. The sale proceeds of books amounted to Rs. 19,825.

29. The report furnishes a list of school books in English and Kanarese published at the Government Press, and printed at private presses, and purchased for use in the schools. The total number of copies so supplied were 75,000 and 3,720 respectively.

30. The outlay on three new school houses and the enlargement of two old ones during the year was Rs. 11,742, and the sum expended on repairs was Rs. 4,053.

31. The progress of the Department generally during the past year has, with some signal exceptions, been fairly satisfactory ; but there is doubtless much yet to be done to bring it up to the proper standard of usefulness and efficiency aimed at by the Government of India, and it will require both time and unceasing exertion on the part of the higher officers to obtain this result.

32. Without constant inspection by the several classes of Inspecting Officers, proper progress in the district schools at a distance from Head Quarters can hardly be hoped for, and this subject requires the closest attention on the part of the Director and the Inspectors of Circles.

33. The occasional visitation of the schools by the district and chief talook officials should also be encouraged as much as possible. Some of the Deputy Superintendents are named in the report as having shewn a special interest in the extension of education, and it is hoped that all the officers of this class will set a similar example to their subordinates, and will regard it as an important part of their duty to watch the progress of the schools within their respective districts, and to further by their personal authority and influence, the efforts of the Department to extend education amongst the masses of the people.

34. The services of the Officers of the Department generally during the year under report are favorably reported by the Director, and the labors of Mr. Garrett himself in that post merit acknowledgment here.

BANGALORE,
31*st July* 1871.

R. J. MEADE,
Chief Commissioner of Mysore.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
NANDIDROOG, *dated 24th May* 1871.

From

J. GARRETT, ESQ.,
Director of Public Instruction in Mysore.

To

CAPTAIN T. CLARKE,
Secretary to the Chief Commissioner of Mysore.

SIR,

1. I have the honor to submit my Annual Report on Public Instruction in Mysore for the official year 1870—71.

2. The results of the year's operations are briefly exhibited in the following table :—

Description of School.	1869—70.		1870—71.	
	Schools.	Scholars.	Schools.	Scholars.
Government	98	5,527	109	6,042
Government Hóbli ...	239	5,837	355	9,181
Grant-in-aid	78	5,773	76	5,735
Total.....	415	17,137	540	20,958
Increase.....			125	3,821

From which it will be seen that 126 new Government schools have been established, and that 3,821 more children are receiving instruction. The decrease in the number of grant-in-aid schools has been caused by the withdrawal of the grants from three schools on account of their very unsatisfactory character. Provision was made in the Budget for

grants being given to fifteen additional schools, but the sanction of the Government of India has hitherto been withheld.

Hóbli Schools.

3. The scheme for the establishment of village schools in all the sub-divisions of talooks throughout the Province, under the designation of hóbli schools, has been in steady operation, and I am satisfied that education among the agricultural classes is being extended in a manner that is both consonant with the wishes of the people, and that promises to be of lasting benefit to the rising generation. In some of the schools, Brahmans preponderate, in others Lingáyets or Mahomedans, while in some nearly all the pupils are ryots. There is, however, in most cases a mixture of various castes among the pupils, which shews that the schools are generally appreciated.

Female Schools.

4. There has been no addition to the number of Government female schools, but the five mentioned last year have continued in successful operation. Applications have been received for the establishment of three others, or for grants-in-aid to parties willing to commence them on their own account. But as these were not received in time for submission to Government before the Budget allotments were made, a recent order on the subject prevents their being entertained at all. Considering how great is the innovation upon immemorial customs of extending education to female children, a great step has been gained when the inhabitants of any quarter have been brought to admit its necessity or desirableness; and every encouragement should be afforded, even to the extent of relaxing rules that in other cases it may be advantageous to enforce. In some of the village schools a few girls attend with the boys as in Coorg; in one school there are as many as eight.

Talook Schools.

5. During the year ten new talook schools have been opened, and before the close of the current year all the talooks in the Province will be provided with superior vernacular schools, according to Mr. Devereux's original scheme of education for Mysore. These schools are gradually attaining a higher standard by the introduction of a superior class of text books, some of which have been specially prepared

for the Mysore Educational Department, and others printed at private presses, but carefully edited.

International Exhibition at Kensington, 1871.

6. In accordance with the desire expressed by the Secretary of State, and His Excellency the Viceroy, that the Educational Section of the Exhibition of 1871 should be represented as completely as possible, a series of colored drawings were prepared, representing the interiors of native schools, their rude appliances, the modes of punishment practised, &c., with other drawings and photographs to exhibit the improvement visible in the Government and Mission schools, from the elementary vernacular ones to the middle and highest class English institutions; with copies of the apparatus and text books used in the various classes of schools, specimens of writing, ciphering, vernacular maps, &c., according to the suggestions contained in the Memorandum on the subject written by the Home Secretary Mr. Arthur Howell.

Total Number under Instruction.

7. The total number attending the Government and grant-in-aid schools is 20,958; of these 18,645 are boys and 2,313 girls. Classified according to race 17,383 are Hindus; 2,088 Mahomedans and 1,487 Europeans and Eurasians. The description of schools, and the attendance at those of each grade, are shewn in the following table:—

Description of Schools.	Government.		Grant-in-aid.	
	Number of Schools.	Number of Pupils.	Number of Schools.	Number of Pupils.
Higher Class	7	1,159	5	842
Middle „	10	314	9	634
Lower ... { Talook ...	80	3,799	...	...
Lower ... { Hóbli ...	355	9,181	33	2,100
Female Schools ...	5	154	29	2,159
Normal Schools ...	4	142	...	...
Special Schools ...	3	474	...	...
Total.....	464	15,223	76	5,735

School Books and Maps.

8. New editions of several of the vernacular school books have been printed. Mr. Rice is superintending the

publication of an edition of the Amarakósha, which will be more complete and convenient than any hitherto published in Kanarese, and will be of great utility in all the vernacular schools. A large wall map of India in Kanarese, copied from Stanford's most recent map, is now in the Engraver's hands.

9. Having thus briefly stated the results of the year's operations, I proceed to report in detail, the work of the department in the prescribed order.

I. CONTROLLING AGENCIES.

10. Mr. Rice, Inspector of the First Circle, returned from leave to Europe on the 6th June 1870, and resumed charge of his duties from Mr. Hodson, who, for upwards of two years, had officiated as Inspector of the First Circle. The latter reverted to his work in the Second Circle, and Mr. Staunton, who had been acting Inspector, returned to his post as Head Master of the Normal School. The Sub-Deputy Inspectors, of whom there are eight, have been fully occupied with the village (Hóbli) schools, whose number has now increased to 355. There is also a Hindustani Sub-Deputy Inspector for Hindustani schools throughout the Province.

II. GENERAL FINANCIAL STATISTICS.

11. The expenditure on education under the three main heads prescribed by the Supreme Government, is shewn below :—

Charges.	Expenditure during 1870—71.			
	From Imperial Funds.			From Local Funds.
Direction with its subsidiary charges ...	14,252	0	0	...
Inspection with its subsidiary charges ...	19,986	8	9	...
Instruction (including all educational expenditure not coming under the above heads).	1,88,896	11	4	88,052
Total Rs.....	2,23,135	4	1	88,052

12. An analysis of the expenditure on instruction gives the following results:—

Description of Schools.	Government.		Grant-in-aid.	
	From Imperial Funds.	From other Sources.	From Imperial Funds.	From other Sources.
Higher class	41,814	...	10,356	30,728
Middle	10,327	721	5,970	13,654
Lower { Talook ...	27,364	...	7,032	8,238
Lower { Hóbli ...	22,870	...	...	...
Female Schools ...	1,824	...	11,234	34,710
Normal Schools ...	11,846	...	...	...
Engineering School ...	5,043	...	...	...
Total Rs.....	1,21,088	721	34,592	87,330

III. UNIVERSITY EXAMINATIONS.

13. Bangalore is the only station in the Province at which a branch examination of the Madras University was held this year. There were 126 candidates, 98 being the number for the Matriculation test, and 28 for the First Examination in Arts. The numbers were considerably less than last year, but the results were nearly in the same proportion, 24 having passed the Matriculation and 10 the F. A. test.

14. The annexed table shews the schools in Mysore from which the successful candidates came.

First Arts Examination.

School.	First Class.	Second Class.	Total.
High School, Bangalore	...	3	3
Rája's School, Mysore	1	1	2
Native Educational Institution, Bangalore ..	...	2	2
London Mission Institution „ ...	...	1	1

Matriculation Examination.

School.	First Class.	Second Class.	Total.
High School, Bangalore	2	6	8
Rája's School, Mysore	1	3	4
Native Educational Institution, Bangalore ...	...	3	3
Wesleyan Mission School, Mysore	...	3	3
London Mission Institution, Bangalore	...	1	1
Hassan District School	...	2	2
St. Andrew's School, Bangalore	...	1	1
Artillery Army School, Bangalore	...	1	1
Shimoga District School	...	1	1
	3	21	24

IV. GOVERNMENT SCHOOLS.

15. The following table in the prescribed form, exhibits the statistics of all Government schools.

Description of Institutions.	Number of Institutions.	Number on the Rolls (monthly average.)	Average Daily Attendance.	Total Expenditure: From Imperial Funds.	Total Expenditure: From Local Funds.	Fees and Book sales returned to Government.
Higher Class Schools ...	7	1,055	895	41,814	...	19,265
Middle „ ...	10	314	289	10,327	721	1,539
Lower { Talook ...	80	3,184	2,766	27,364	...	4,388
Lower { Hóbli (village)	355	9,181	9,181	22,870	...	...
Female Schools... ...	5	137	124	1,824	...	54
Normal Schools ...	4	148	137	11,846	...	11
Other Schools for special Education	3	474	474	5,043	...	158
	464	14,493	13,866	1,21,088	721	25,415

The total number of pupils in all the schools at the close of the official year was 20,958, being an increase of 3,821 over the number reported last year.

A. Schools of the Higher Class.

High School, Bangalore.

16. This school maintains its position as the highest educational institution in the Province. The numerical strength continues nearly the same as last year, notwithstanding the great increase in the rate of schooling fee that has been made in all the classes: the highest fee is now Rs. 3, and the lowest 12 annas. The amount thus collected in the year was Rs. 4,114 against 3,148—8—0 in the previous year; an increase of nearly 25 per cent.

17. The report of the Principal, which will be found in the appendix, contains the names of the gentlemen who took part in the annual examination, and an analysis of the results. The University examination confirmed the conclusions which had been formed from the private examinations. Out of five candidates who went up for the F. A. test, three passed; and out of twelve Matriculation candidates eight were successful. This may be regarded as satisfactory, though it was thought there would have been a larger number of candidates for both tests. But from some cause or other many always leave the various schools during each year: in the High School upwards of 150 students left, and nearly the same number of new ones were admitted. Mr. Waters remarks that many left because they were not promoted to higher classes; but is unable to ascertain whether such boys are admitted into higher classes at other schools, or leave off studying entirely.

18. A student from the High School has this year, for the first time since the institution of the University examinations, become eligible for one of the scholarships awarded by the Madras Government annually to fifteen out of the first twenty candidates, when the results of the Matriculation Examination are published. These scholarships are tenable for four years until the time of appearing for the B. A. degree; but the Mysore student cannot hold the scholarship as he is not in the Madras Presidency; and Mr. Waters suggests that some inducement of the kind should be held out for the encouragement of education in this Province, in addition to the scholarships already attached to the High School.

19. The success of this school at the recent University examinations was very creditable. Two candidates passed their First Examination in Arts. The name of one, N. Krishna Rao, stands fifth on the list in the first class, and that of the other eighth on the list in the second class. Four other candidates passed their Matriculation examination, one in the first class.

Rája's School, Mysore.

20. The popularity of the school is attested by the number of students on the rolls, namely 366. The increase has not been checked, though the fees were doubled during the year. The amount realized was Rs. 1,642, against Rs. 838 last year, and 554 the year previous.

21. The Hindustani branch was reported last year to be in a very languishing state; but the appointment of a new and experienced teacher from the Government school at Kolár, has had the effect of placing it on a better footing. There is already a marked improvement, and the number of scholars has considerably increased.

22. Four out of the five holders of "Merit Scholarships" have now passed their Matriculation Examination: the fifth forfeits his in consequence of having failed. The amounts of these scholarships were lately reduced from Rs. 10 to Rs. 6 and 4, in order to provide some small means of encouragement for a few poor but deserving boys, who had made satisfactory progress in the school, but were unable to pay the school fees or purchase the requisite books.

23. It will be seen from the Inspector's report that all the classes in this school are in a satisfactory condition, and the state of the whole school is said to reflect great credit on the Head Master, Mr. J. Dunning, to whose painstaking superintendence its successful career of late is mainly due.

24. The appended reports of the Inspectors will be found to contain a full account of each school in detail. I shall merely notice the prominent characteristics of each. The *Hassan* school maintains its character as a successful and flourishing institution. Two of the boys, entirely brought up in the school, have this year passed the Matriculation test. The premises have been enlarged in order to afford

District Schools.

accommodation to the increasing number of pupils. At *Shimoga* the numbers have risen from 76 to 186. A Matriculation class has been formed, and one student passed in the first division at the recent University examination. The *Kolár* school continues to be popular, and the building has been enlarged as at Hassan. None of the Matriculation students succeeded in passing this year, but the Inspector thinks some may do so at the next examination. At *Toomkoor* good progress is reported, and a land-surveying class has been formed, in which there are upwards of 20 boys. A new master has been sent to *Chituldroog* and already the Deputy Superintendent states that a great improvement has been effected. The district school at *Chikkamagalúru* has never risen to its proper position. Two European Masters have died there, and the Inspector recommends the appointment of a qualified native Head Master, as no suitable residence can be obtained for an East-Indian or European.

Statistical Information.

Number of Insitutions.	Average number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
7	1,055	41,814	...	41,814	39—10—2	33—1—6

Fees.		Pupils.			
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total.
6,895	6—8—7	1,067	37	55	1,159

B. Schools of the Middle Class.

25. Four of these schools have been closed during the year, and the masters transferred to the district schools. There are now only five schools of this class,

Chikka Ballápura.
Chennapatna.

Hunasúru.
Narasipura.
Gundlupété.

as indicated in the margin; and of these the Inspector is of opinion that the one at *Chennapatna* might be discontinued, as, owing to the extreme unhealthiness of the place, there appears to be no probability of a better attendance. The school at *Chikka Ballápura* is the best of this class, both in numbers and efficiency. At *Hunasúru* the results of the last examination were favorable in most of the subjects of instruction; many former pupils are said to be doing well in Government employ. The school at *Holé Narasipura* is steadily improving under the new Head Master. And the recently established school at *Gundlupété* is said, in its general condition, to have indicated attention and careful teaching.

Statistical Information.

Number of Institutions.	Average number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
10	314	10,327	721	11,048	35-2-11	32-9-9

Fees.		Pupils.			
Total Amount realized.	Average per Pupil.	Hindus.	Mahomedans.	Others.	Total.
809	2—9—2	281	26	7	314

C. Schools of the Lower Class.

(1.) *Talook Kanarese Schools.*

26. Nearly all the talooks in the Province are now supplied with superior Kanarese schools. Detailed information as to the character and condition of each is contained in the Inspector's reports, and from

these reports it is obvious that the schools have been steadily improving though they are not considered to have reached the desired standard. It is believed that this arises from social circumstances "powerful enough to overbear the inducements to a higher range of study." Notwithstanding these drawbacks an increase of one-third in the attendance at Kanarese talook schools is reported; and in some cases where there are able and energetic masters, gratifying results have been achieved. The recent refusal of the Government of India to sanction the appointment of assistant masters, will have an injurious effect, as it is impossible for one master to teach more than a certain number of boys; and as the best masters always have the largest number of pupils, if he cannot obtain the requisite assistance, the work of instruction will be imperfectly performed; boys will leave the school, and the institution itself will cease to be valued. It is only occasionally, and for short-periods, that unpaid monitors can be obtained.*

(2.) *Hindustani Schools.*

27. Only one addition has been made to the number of these schools, though Shimoga and Chikkamagalúru have been recommended as suitable places for their establishment. It is, however, very difficult to obtain qualified masters in Hindustani, and, until trained teachers are provided, it is not desirable to open any new schools. Of the five now in operation, that at Kolár is far the best; and the one at Mysore promises well.

Statistical Information.

Number of Institutions.	Average number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
80	3,184	27,364	...	27,364	8—9—6	7—15—6

* Since the above was written Assistants have been sanctioned, and the introduction of paid pupil teachers recommended.

Fees.		Pupils.			
Total Amount realized.	Average per Pupil.	Hindus.	Mahomedans.	Others.	Total.
1,992	0—10—0	3,189	394	42	3,625

(3.) *Hóbli or village Schools.*

28. There are now 356 of these schools for primary education in operation, containing 10,680 pupils, and in another year all the hóblís in the Province will be supplied with suitable schools. It is believed that these schools are fairly answering the purpose for which they were established. The masters have all been in one of the Normal Training Schools, and had to pass an examination before receiving an appointment. And after they are put in charge of schools they are periodically assembled in each district by the Inspector for examination, when enquiry is made into the circumstances of each school, and the practical knowledge of each master in school-management tested by his having to give lessons to a class; when the eagerness of some to exhibit their training, of others to criticize defects in the method, and of all to commend themselves to notice by excelling in teaching, is described as extremely gratifying. There is no doubt that, in addition to being the means of suggestion or instruction to the masters, these gatherings promote a good understanding between them and the inspecting officers, as they afford ample opportunities for explanation of everything obscure or doubtful in the administration of the schools.

29. There are eight native Sub-Deputy Inspectors, whose whole time is given to the work of inspecting the hóbli schools. They are required to visit every school three times during the year, and report fully on its condition after inspection. These reports afford evidence that many of the hóbli schools are fair specimens of successful village

schools. From personal observation I am satisfied that this is the case. And as each master is in his own native locality he engages in his work with more cheerfulness and perseverance than the talook school-masters generally do; as many of them are comparative strangers in the towns in which they live, and are often restless and discontented until they are removed to other places where their friends reside, or to Bangalore which is the station most sought after by all.

30. The attempt to diffuse education through the rural districts by means of these schools has been well seconded by the people themselves; who have in all cases either built or purchased school houses, or else rented suitable premises for the purpose. The general popularity of the schools is also shewn by the fact that all classes are represented in them. In some places Brahmans are the most numerous; in others the children of laborers and oil pressers; in some schools the boys are all cultivators; in others Lingáyets, goldsmiths, and weavers; while many of the schools shew a mixture of all classes.

31. The number of hóbli schools that have already been established in the various districts, is shewn in the margin. The Government have recognized the principle that it is a paramount duty to assign funds for the education of those who are least able to help themselves, and that the education of the masses has, therefore, the greatest claim on the consideration of the State. The Budget allotment for this purpose is sufficient for providing all the hóblís with suitable schools; and it is hoped that aided by the educational cess there will be funds available for such an extension of the scheme as will give a school to every village in the Province. A hóbli, it may be repeated, is a sub-division of a talook, and comprises several villages. Each hóbli has on an average a population of 6,040 persons; one school to each hóbli would be consequently a very imperfect scheme of national education, and cannot be regarded as complete until a school has been established in each of the villages of which the hóblís are composed.

Districts.	*No. of Schools.*
Bangalore ...	... 65
Kolár ...	... 78
Toomkoor ...	... 42
Myscre ...	... 59
Hassan ...	... 45
Shimoga ...	... 29
Kadoor ...	... 21
Chituldroog ...	... 16
	355

Statistical Information.

Number of Institutions.	Average number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
355	9,181	22,870	...	22,870	2—7—9	2—7—9

Fees.		Pupils.			
Total Amount realized.	Average per Pupil.	Hindus.	Mahomedans.	Others.	Total.
...	...	8,884	285	12	9,181

D. Female Schools.

32. There are only five girls' schools in operation established by Government. The number might have been increased if we had been in circumstances to afford aid when applications were made from three different localities, where a desire for their establishment had been created. A wish has been expressed for another girls' school in the Pété of Bangalore. At Sidlaghatta and Closepété the people have come forward and offered to place their daughters under instruction.

33. Of the existing schools the best are those at Chintámani and Hassan. At both these places the Head Masters are deservedly respected by the townspeople; both are successful teachers; and the schools are in a flourishing condition. At Mágadi all the girls are daughters of traders and merchants, and they are described as having made very fair progress. At Hassan and Bangalore the girls are chiefly the daughters of Brahmans. At the former place the state of the school is reported as highly creditable to the Head Master. In Bangalore there has been some fluctuation in the progress of the school, owing

to the promotion of the Head Master and the difficulty of supplying his place.

Statistical Information.

Number of Institutions.	Average number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
5	137	1,824	...	1,824	13—5—0	13—4—3

Fees.		Pupils.			
Total Amount realized.	Average per Pupil.	Hindus.	Mahomedans.	Others.	Total.
6	0—0—9	153	1	...	154

E. Normal Schools.

General Normal School.

34. There were 36 students under training at the close of the official year. Of these, 16 were in receipt of the Government stipend of Rs. 5 per month. The others were unpaid students; and on the occasion of a vacancy occurring by the appointment of one of the passed students to the charge of a school, an election is made from the unpaid students to supply his place.

35. Of the above thirty-six, seven were anglo-vernacular students, twenty Kanarese, and nine Hindustani. Fourteen appointments were made during the year: one anglo-vernacular, twelve Kanarese, and one Hindustani student, having passed the required examinations were made assistant teachers in schools in different parts of the country.

36. The anglo-vernacular branch, if continued in operation, will

Anglo-Vernacular Branch.

have to undergo some modification. Students who have passed the Matriculation examination before entering the Normal School would, in a short time, be able to qualify in those special studies to which their attention would be chiefly confined, *viz.*, school management; the art of communicating knowledge; the best modes of teaching geography history, arithmetic, &c. The practising school attached to the institution affords a field for actually testing a student's abilities in these respects. For this purpose one will be selected to give a lesson, and the others will note, and afterwards remark on, any apparent deficiencies in manner, language, and method of teaching.

37. When the Normal School was first established there were no matriculated students in Mysore. Very imperfectly educated youths had to be admitted, and much time was spent in educating them up to the required standard in general subjects before directing their attention to those special branches for instruction in which the school was designed. A superior class of students may in future be obtained at much less expense to Government, as a comparatively brief period will be sufficient to give them the special training referred to in the previous paragraph.

Vernacular Branch.

38. The twenty Kanarese students receive instruction in general subjects as well as in the art of teaching, especially in geography, history, and mathematics. It is not difficult to find candidates willing to enter the school who know their own language, and who have devoted much time to the study of grammar and native literature. But formerly there were few who knew anything of geography and history, even of their own country, and these subjects had to be made prominent in the studies of the Normal School. This rendered it necessary that the students should remain much longer under training than would otherwise have been the case. Many were in the school upwards of two years before they could obtain a teacher's certificate. The results of the last examination were satisfactory: the Inspector found the mathematical papers very creditable, and the historical and geographical questions were answered better than in any previous year. The improvement in teaching was particularly commendable. The proficiency of the twelve students who then gained certificates was considered in

advance of any similar number of men hitherto passed from this branch of the Normal institution.

Hindustani Branch.

39. The materials for forming this branch are far more unpromising than those available for the Kanarese Department. Very few candidates come forward at all, and of those who present themselves there are hardly any who come up to the lowest standard of qualification. But as it is the only means of improving the Hindustani schools, which have long been in an unsatisfactory condition, it was thought desirable to admit a few, and try the effect of instruction and training. In addition to the candidates of this class, some who were already employed as teachers in aided schools were required to attend the Normal School, in order that they also might derive the advantage of regular and systematic instruction in the art of school management and kindred subjects. Many difficulties have had to be encountered in carrying out the project, and the results hitherto have been barely sufficient to encourage perseverance.

40. The withdrawal of the Government grants-in-aid from three schools, and an intimation that all the aided schools in which improvement and progress were not reported, would be liable to similar treatment, has had some effect in stimulating the managers of Hindustani aided schools to co-operate with Government in the endeavour to make the teachers more efficient. A number of the assistant masters have attended the Normal School, and though none have yet reached the standard attained by the Kanarese teachers, a start has been accomplished in the right direction. The Training Master of the Hindustani branch is an able man, and does his utmost to bring his students under the influence of a similar training to that which he witnesses in the other branches of the Normal School. A few have profited by the discipline, and the measures hitherto adopted will be continued, in the hope that the Hindustani schools will ultimately take their proper position among the educational institutions of the Province.

Hóbli Normal Schools.

41. Full details are given in the Inspectors' reports of the numbers who have been trained in the three Normal Schools which were established expressly for the training of the hóbli masters.

The schools are not always retained in the same locality. The Nandidroog Division School was kept a long time at Toomkoor on account of its central position, but has since been removed to Closepété and then to Chennapatna, for the benefit of the neighbouring talooks ; the school itself will be held in Malúru, where a suitable building can be had, and where most of the students and the training master himself reside. The Ashtagram Division Normal School has been in operation both in Mysore and Narasipura. The Nagar Division Normal School has been held in Kadoor and Chikkamagalúru.

42. None of these normal students are placed in charge of schools until they pass an examination conducted by the Inspectors of the First or Second Circles. In their opinion the men as a body are of the right stamp, and such as are likely to fill a school-master's place with credit. It was observed that some had been pupils in the Bangalore High School, and this was regarded as an indication that the avenues leading to writerships were overcrowded, and also that a hóbli master's position was considered as of some value. In conducting the examinations it is usual to give written questions in Kanarese literature and arithmetic, to be answered on paper ; and to hold a *viva voce* examination in geography and school management : in the latter case a lesson being given to a class of boys in the presence of the Inspector.

43. It was stated in last year's report that a purely malnád training school was required in addition to the three now in operation. The Inspector of the Second Circle advocates this measure, but is of opinion that this alone will not be sufficient to meet the peculiar difficulties of locality and popular prejudice. There are very few indigenous teachers in the malnád districts, and consequently a scarcity of materials for the formation of a training school. The ability to read and keep accounts is so rare that any one possessed of such acquirements may easily obtain more than 7 Rs. a month from any sáhukar. Owing to the expense and difficulty of living in the malnád, even talook school-masters on Rs. 15 and 20 complain bitterly of their circumstances, so that special arrangements will have to be made for the successful introduction of a hóbli normal school in these districts.

Statistical Information.

Number of Institutions.	Average number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
4	148	11,845	...	11,845	£0—0—6	£0—0—6

Fees.		Pupils.			
Total Amount realized.	Average per Pupil.	Hindus.	Mahomedans.	Others.	Total.
...	...	133	9	...	142

F. Other Schools for Special Education.

Engineering School.

44. This school was established with a view to provide educated subordinates, especially natives for the Public Works Department. Two years ago ten scholarships were founded in connection with the school for the purpose of attracting native students from distant parts of the country; four were assigned to the Ashtagram Division, four to Nagar, and two to the Nandidroog Division, preference being given to the sons of méstris, or practical workmen. But even this encouragement has not been sufficient to overcome the native repugnance to the active life of an Engineer.

45. Colonel Sankey thinks it probable that the recognition of engineering as a distinct profession, with the high status and fairly attractive pay attached to the Irrigation Department, may, in a great measure, alter the present condition of native feeling on the subject; but still considers the result as doubtful, and the difficulties only to be overcome by the utmost vigilance and care.

46. No native youth in Mysore has yet passed the Assistant Engineer's test, and only a few have passed that for Assistant Overseer.

47. At the last examination of the school some of the students obtained good marks for plan drawing, levelling and surveying; also for arithmetic, but did not do so well in mensuration and algebra.

48. Several schemes have been proposed for giving the students some means for gaining a practical acquaintance with mechanical operations; and it is thought that this may best be accomplished under the immediate control of the Public Works Department in connection with the workshops attached to the offices of the Executive Engineers. This would overcome the difficulty which now arises from the great dislike which natives of different parts of the country have to being sent into other parts of which they knew nothing; as they might be locally trained in their respective districts. A land surveying class has been formed in the anglo vernacular school at Toomkoor; there are 20 pupils already, the Executive Engineer Mr. McKennie having supplied the requisite instruments. From local classes of this description youths desirous of following the profession of engineering might be placed as apprentices in the office of the Executive Engineer.

Jail School.

49. There are 458 men in the jail schools; in each school there are five classes which include men in all stages of progress. The most advanced read the second and third Kanarese books of lessons, and learn arithmetic. The last 40 minutes of every day are devoted to school work. At the appoined time small wooden boards marked with the classes are hung upon the wall, and each man takes his place under the board on which is the number of his class, monitors, themselves prisoners, teach the classes. The Superintendent states that "the progress made is very fair considering the subjects to be operated upon, and that there is no coercion; no prize for the first, and no stimulus for the laggard, and that the teachers are quite untrained." "The whole movement is one of much benefit, and affords a very good occupation and means of control for the prisoners during the last part of the day." On Sunday any one who wishes a book to read is permitted to have it. Natives employed in the jail press, or intended for it, learn English; they are taught by a Brahman prisoner, and being intelligent picked men

have made marked progress. There is also a class for East Indians in which English is taught. With these exceptions Kanarese is the only language used in the schools; there are Hindustani, Tamil and Telugu prisoners; but all at present learn Kanarese.

V. PRIVATE INSTITUTIONS UNDER GOVERNMENT INSPECTION.

Description of Schools.	Number of Institutions.	Number of Pupils on the Rolls, monthly average.	Average daily attendance.	Grants in-aid given by Government.	Expenditure from all sources other than Grants-in-aid given by Government.	Fees.
Higher Class. ...	5	820	703	10,356	30,728	15,332
Middle „ ...	9	583	526	5,970	13,654	1,245
Lower „ ...	33	1,923	1,731	7,032	8,238	1,321
Female Schools ...	29	1,995	1,617	11,234	34,710	13,390
Normal ...	...	...	...	...	..	...
Other Schools for Special Education. ...	...	..	..	...	...	..
Total.....	76	5,321	4,577	34,592	87,330	31,288

50. The grants-in-aid from Government during the year have thus been Rs. 34,592, and the number of pupils educated 5,321. The sum of Rs. 40,000 was provided in the Budget, and fourteen other schools were recommended for grants. In previous years the recommendation of the Local Government always ensured the sanction of the Government of India; and the managers of the schools concerned, having no doubt on the subject, in most instances incurred the additional expenditure, in confident expectation of receiving the grants-in-aid for which they had applied. But of the fourteen schools whose merits and claims were supported by the Chief Commissioner, after a minute scrutiny of each case, only two have been favored with the aid sought. In regard to the other twelve schools great disappointment has been felt and expressed. If any previous notice had been given that owing to financial difficulties no new grants could be made, all this embarrassment might have been avoided; but as the additional amount was allowed to

remain in the Budget, the various applications for new grants were received; the Inspectors examined and reported on the condition of the schools; and hopes were thus encouraged which should never have been permitted to exist.

51. The detailed reports of the Inspectors contain all the information required as to the actual state of the schools now receiving grants-in-aid from Government. It will be seen that most of them have made gratifying progress during the year; that the majority are under efficient supervision; and that a sum amounting to more than twice as much as the Government grants-in-aid is spent by the parties responsible for the continuance of these institutions.

52. Wherever the Inspectors reported that a good secular education was not imparted, the grants-in-aid were suspended; and if no improvement took place, withdrawn altogether. The aided Hindustani female school in Bangalore has not been as well conducted as it should have been; but owing to the peculiar difficulties that surround a school of this description, a longer time than usual has been allowed to effect improvement. If this result should not follow, the grant will not be continued.

A. Aided Schools of the Higher Class.

Statistical Information.

Number of Institutions.	Average number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
5	820	10,356	30,728	41,084	50—1—7	12—10—1

Fees.		Pupils.			
Total Amount realized.	Average per Pupil.	Hindus.	Mahomedans.	Others.	Total.
15,332	18—11—2	603	33	206	842

B. Aided Schools of the Middle Class.

Statistical Information.

Number of Institutions.	Average number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
9	583	5,970	13,654	19,624	33—10—6	10—3—10

Fees.		Pupils.			
Total Amount realized.	Average per Pupil.	Hindus.	Mahomedans.	Others.	Total.
1,245	2—2—0	338	12	284	634

C. Aided Schools of the Lower Class.

Statistical Information.

Number of Institutions.	Average number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
33	1,923	7,032	8,238	15,270	7—15—0	3—10—4

Fees.		Pupils.			
Total Amount realized.	Average per Pupil.	Hindus.	Mahomedans.	Others.	Total.
1,321	0—10—11	855	932	313	2,100

D. Aided Female Schools.

Statistical Information.

Number of Institutions.	Average number of pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government
29	1,995	11,234	34,710	45,944	23—0—5	5—10—1

Fees.		Pupils.			
Total Amount realized.	Average per Pupil.	Hindus.	Mahomedans.	Others.	Total.
13,390	6—11—4	1,409	185	565	2,159

E. Private Unaided Schools.

Statistical Information.

Supported by—	No. of Schools.	No. of Pupils.	Total Cost per Annum.
Church of England	2	69	308
Roman Catholics	9	200	465
Wesleyan Mission	19	1,391	4,500
London Mission	7	351	1,393
Native.			
Indigenous Schools as near as can be ascertained	1,843	26,119	Unknown.

VI. SCHOLARSHIPS.

53. There are 39 scholarships attached to the various Government schools in Mysore. Ten were founded in connection with the Engineering School for the purpose of attracting native students from distant parts of the country, who might afterwards return to their native places qualified for service in the Public Works Department. These cost from Rs. 1,000 to Rs. 1,200 per annum. A sum of Rs. 500 is given annually for eight scholarships in the High School, and one of the Dobbs' scholarships, value Rs. 7 per month, is also given in the High School. In the Rája's School, Mysore, there are Merit scholarships to the extent of 50 Rs. monthly given in sums of Rs. 6 and 4 each. There is a scholarship of Rs. 4 monthly attached to the Honasúru school.

54. It is desirable that special Matriculation scholarships should be founded for the whole Province of Mysore, on the same plan as those instituted in the Madras Presidency. Fifteen scholarships are there available annually for Matriculation candidates who pass within the 20 on the list in the first class. This year for the first time, one of the Bangalore High School students attained the honor, but was ineligible for the prize, because he belonged to Mysore, and not to the Madras Presidency. If five of the same description of scholarships were granted by Government for the Province of Mysore, it would be a great stimulus to education. They might be awarded in the order in which the candidates' names appear in the University list; none but those in the first class being eligible.

VII. EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

55. The number of students employed in the public service increases every year. Although appointments may be obtained in Mysore without passing any examination, it is obvious to all that well educated candidates are invariably preferred. The consequence is that the General and Special Test examinations, as well as those of the University, are more numerously attended in Bangalore each succeeding year; the numbers on the last occasions having been greater than at any previous time.

56. In fact the supply is becoming greater than the demand. The Inspector of the First Circle recently noticed several youths who had been educated at the High School among the candidates for admission to one of the Hóbli Training Schools,—a fact which be regarded as indicating the overcrowded state of the avenues to public employment, the hope of obtaining which has generally been the motive that induced the study of English.

VIII. ENGLISH LANGUAGE IN INDIAN EDUCATION.

57. It has often been remarked that native youths utterly neglect their own language in order to give more time to the study of English. The University examinations have tended to counteract this tendency by requiring a knowledge of the poetry and prose of one of the vernaculars, as well as the poetry and prose of the English language, in order to pass the Matriculation test. The study of Kanarese is part, though a subordinate one, of the curriculum, in all our anglo-vernacular schools.

58. A few years ago there were many inferior schools in different parts of the Province in which English was imperfectly taught; but these schools have now been abolished, and the course of instruction in English is everywhere made as complete and thorough as practicable. The standard required for Matriculation at the University of Madras is set before the Head Masters of District Schools, as that to be attained by all the advanced pupils before the school is placed in the first grade. There are now only two District Schools in which this point has not yet been reached.

59. The High School of course goes beyond this, and in its college department provides the means of graduating. Three of its students have taken degrees in arts or laws. Many of the upper classes in Mysore have now been fairly educated in the highest branches of the English language, and if any of them should hereafter transfer to their own vernacular some of the knowledge they have acquired from English books, much may be done for the enlightenment of the masses of the people, amongst whom the ability to read will every year become more general. To foster Kanarese amongst the great body of the people, and to encourage a thorough study of English amongst the few, would appear

to be the best means of spreading a sound education in Mysore. For the sake of the Mahomedans it may be desirable to give more attention to Arabic and Persian in the Hindustani schools, as a means of increasing their popularity.

IX. BOOK DEPARTMENT.

Stock Account.

60. The demand for school books continues to increase, and may be expected to do so as education becomes more widely diffused each year. During the year the number of books added to the stock was 36,041 at a cost of Rs. 23,218; of these 12,663 were English books, valued at Rs. 15,322, and 23,378 were vernacular books, valued at Rs. 7,890.

Number sent to District Depôts.

61. The number of books supplied to District Depôts and to Head Masters for sale was 16,000, and their value was Rs. 11,500, shewing that the sales in the branch depôts formed in various parts of the country have increased in a greater ratio than those in the Central Depôt at Bangalore. The sales might be still further augmented if there were more facilities for the conveyance of books to out-stations.

Sale proceeds of books credited to Government.

62. The amount paid into the Government Treasury on account of the sale proceeds of books during the year was Rs. 19,825.

School Books published.

63. The following school books in English and Kanarese, were published at the Government Press in the course of the year.

	No. of Copies.
First Book in Kanarese	20,000
Third Book in Kanarese	2,000
First Book in English	10,000
Second Book in English	2,000
Karnátaka Vágvidháyani	10,000
History of India	5,000
Abridged History of India (in part)	2,000
Brief Sketch of the History of India	5,000
Kanarese and English Dictionary	2,000
Elements of Euclid in Kanarese	2,000
Kathá Manjari	5,000
Kanarese Arithmetic (in part)	5,000
Amara Kósha (in part)	5,000

64. The following vernacular works printed at private presses have been purchased for use in the schools.

400 Jaimini Bhárata.
400 Vikramáditya Charitré.
400 Dásara Padagalu.
200 Shrímadválmíka Rámáyana (abridged.)
550 Shabda Manjari.
500 Kabbigara Kaipidi.
300 Telugu I Book.
300 „ II „
100 „ III „
20 Kathá Sangraha.
400 Kanarese Arithmetic.
100 „ Grammar.
50 „ Geography.

65. The Engraver who so successfully executed the large wall map of the world in Kanarese is now engaged on a Kanarese map of India, of similar size, copied from Stanford's recent map, under the supervision of Mr. Rice, Inspector of the First Circle, who is also carrying through the press the Arithmetic and Amara Kósha.

X. SCHOOL BUILDINGS.

66. The Budget of 1870—71 provided Rs. 12,239 for the construction of three new school houses at Yelahanka, Srínivásapura and Nyámti, and for the enlargement of the buildings at Hassan and Kolár. All the above works have been given out on contract through this office, except the enlargement of the Hassan School, which the Deputy Superintendent of that District, Captain Hill, kindly superintended.

67. The schools at Yelahanka, Kolár and Hassan have been completed and occupied, and those at Srínivásapura and Nyámti, which were not taken up until December 1870, were finished shortly after the close of the official year.

68. The amount spent on each building is shewn below:—

	Rs.
Yelahanka	2,764
Srínivásapura	2,366
Nyámti	3,017
Hassan	1,003
Kolár	2,592
Total Rs.	11,742

69. There have been 31 school-houses, in different parts of the Province, repaired through the agency of the Educational Department during the year under report, at a cost of Rs. 4,053—8—0. A few estimates for repairs have been refused sanction for want of sufficient funds.

Repairs.

70. The Budget provision was inadequate for the work to be done, and only six school compounds have been enclosed at a cost of Rs. 500.

Fencing.

XI. INTERNATIONAL EXHIBITION.

71. In the month of December last, I received a copy of the following telegram addressed to the Chief Commissioner of Mysore.

"The Viceroy is particularly anxious that India should be well represented in the educational section of the forthcoming exhibition, and trusts that the special attention of the local Committees and Directors of Public Instruction, may be drawn to the subject. Detailed instructions will follow."

72. This was followed by an admirable memorandum on the subject by Mr. Arthur Howell, suggesting the mode in which this object could be attained on some kind of uniform principle and plan.

73. At the request of the President of the local Committee I undertook to furnish such a series of illustrations as would represent the improvement effected in education in Mysore, by shewing, as suggested by Mr. Howell, "what the indigenous schools are, how they have been improved first in our schools of the lowest class, how the improvement has been carried on in the successive gradations of middle and higher class schools, until finally reaching a stage differing little from the results achieved in the colleges and universities of Europe."

74. For this purpose photographs and colored drawings of several indigenous schools, some in mere open sheds, without maps, chairs, forms, tables, desks, globes, or other apparatus; and representing in place of these their rude appliances, the curious modes of punishment in use, &c. Then a drawing of a hóbli school, (which is analogous to a

primary village school in England) with its text books and apparatus, exhibited the superiority of even the lowest class of our schools, over the rural indigenous ones. That the improvement had been carried on much beyond this was shewn by the text books and apparatus of the talook vernacular schools, and of the middle and higher class English schools. To these were added a photograph and a colored drawing of two native girls' schools under missionary management; and a photograph of the Government High School in Bangalore, with copies of all the papers set at the last University examinations for the Matriculation and First Arts candidates.

75. Each series was accompanied by a very brief explanation of the standard of education comprised in it. Specimens of vernacular maps, writing, and cyphering, as well as of English writing, were also included. If more time had been allowed, the collection might have been made much more complete.

76. The following is a list of the various articles sent to the Exhibition.

1. Pencil drawing of an indigenous town school.
2. Photograph of an indigenous school in the verandah of a temple.
3. Photograph of an indigenous school in which the boys are tracing letters on sand.
4. Photograph of an interior of an indigenous school in which the boys are playing a game (as a reward.)
5. Ditto in which the same game is being played sitting.
6. Water color drawing of an indigenous school in Bangalore, in which boys are undergoing punishment for coming late and for failing to repeat their lessons.
7. Water color drawing of an indigenous school in Bangalore in which three truants are undergoing punishment.
8. Water color drawing of an indigenous school in which a mode of punishment is represented of suspending by the hands from the roof.
9. Water colored lithograph drawing of a grant-in-aid Mahomedan school in Bangalore, in which three curious modes of punishment are shewn.

10. Pencil drawing of a Government village school.

11. Water colored lithograph drawing of a grant-in-aid London Mission girls' school, in which the girls are receiving a gallery lesson.

12. Photograph of girls' boarding school.

13. Photograph of Government High School in Bangalore.

14. Photograph of Matriculation Class in High School.

15. Photograph of F. A. Class in ditto.

16. Papers set for the last Matriculation examination in Bangalore, December 1870.

17 Specimens of writing in English, Sanskrit, Kanarese, Telugu, Tamil, Mahratta, Persian, and Hindustani, by boys in the High School.

18. Standard plan of a village school house.

19. Papers set for the last F. A. examination in Bangalore, December 1870.

20. Standard plan of a middle class school house.

21. Drawings by the students in the Government Engineering School, Bangalore.

22. Large wall Map of the World in Kanarese engraved on copper by a native workman in Bangalore, printed and mounted at the Government Press.

23. Specimens of needle work done by native girls at the London Mission Boarding School, Bangalore.

24. Text books and apparatus of Government village school.

25. Text books used in Talook Vernacular schools.

26. Text books used in District English schools.

27. Text books used in Mission schools.

28. Book made of cloth used in native schools for slates, with a pencil.

29. Book of palmyra leaves, with stylus for writing on ditto.

30. A collection of books printed in Bangalore, English and Vernacular.

31. Copy of Hindustani news paper printed in Bangalore.

XII. CONCLUSION.

77. I have again to acknowledge the cordial assistance I have received from all the Civil authorities wherever the cause of education could thereby be furthered. Captain W. Hill, Deputy Superintendent of Hassan, has on various occasions brought to my notice subjects of importance connected with the extension or improvement of education. Major A. J. Bruce, Deputy Superintendent of Toomkoor. Mr. L. Ricketts, Deputy Superintendent of Bangalore, and Mr. P. Krishna Rao, Deputy Superintendent of Chituldroog, have also visited many of the schools in their respective districts, and informed me of the state in which they found them, or made some useful suggestion.

78. The Officers of the Educational Department itself deserve my acknowledgments for the satisfaction they have afforded me during the year. Where all deserve credit for their exertions, or favorable consideration for the manner in which their duties have been performed, it is unnecessary to specify individuals.

I have the honor to be
Sir,
Your most obedient Servant,

J. GARRETT,
Director of Public Instruction.

APPENDIX I.

BANGALORE HIGH SCHOOL.

Principal's Report.

I have the honor to submit my Report of the High School for the past year.

A few slight changes in the staff of masters have taken place since our last annual meeting. It was a matter of some disappointment that Government did not sanction the proposed increased rates of salary to the senior masters: but this has been partially removed by the promotion of Messrs. Marsden, Leonard, and Venkatarámaiya, respectively, to the first, second and third masterships in the upper school, consequent upon the appointment of Mr. Clapham to the Head Mastership of the Chituldroog School. Mr. D. Subbaiya has succeeded Mr. Venkatarámaiya as first master of the lower school, and this leaves a vacancy in the fifth class to which no master has at present been permanently appointed.

It may here be remarked that out of seven new masters who have been appointed during the past three years, five have been chosen from students educated in the High School; in fact, in all cases, the preference has been given to them, and some have proved themselves successful teachers.

The numerical strength of the school is still slightly below what it was two years ago; but this is in a great measure due to the causes alluded to in last year's report.

The following is a comparative statement of the number of students on the roll a year ago, and at the present time:—

	1870.	1871.
B. A. Class	9	9
F. A. „	15	15
Matric. „	26	35
First „	40	26
	90	85

Lower School.

		1870.	1871.
Second	Class	39	41
Third	„	46	37
Fourth	A. „	39	41
„	B. „	32	26
Fifth	A. „	28	35
„	B. „	27	28
Sixth	A. „	23	30
„	B. „	38	15
Preparatory	„	56	69
		328	322

From this it will be seen that there are five less in the upper school and six less in the lower school than at a corresponding time last year. In the upper school 20 have left, of whom 7 are now in Government employment.

In the whole school 150 students have been admitted during the year and somewhat over that number have left. It is only fair to remark that many have left because not promoted to higher classes, or in some cases because they have been "*de-promoted*" (to use a word coined by native students); whether these boys get into higher classes at other schools, or leave off studying, we do not know.

The average number on the monthly roll has been 403, and average daily attendance 337. The attendance in the College classes has not been good, possibly because many are employed; but a marked improvement has taken place in the matriculation and first classes, and it is worthy of notice that two boys in the matriculation class, who have been absent but one day, take the highest places in the class examinations during the year, as well as in the annual examination; and a proof of the correctness of these results is that these students have been placed in the first class at the University examination held last December. Narasimmaiengar, who takes the first prize in the first class, has not been absent a single day. Ten other boys have absented themselves but once or twice during the year.

Higher rates of fees have been levied since last April, the highest being now Rs. 3, and lowest 12 annas.

The fees collected during the year amount to Rs. 4,114—0—0, shewing an increase of Rs. 830—12—0 upon the amount collected last year. This is nearly 30 per cent of the ordinary current expenses of the year.

The registered results of exminations held are tabulated in an appendix, but the following have gained the highest marks in their respective classes :—

Class.	Name.	Marks obtained.	Maximum Marks.
B. A. Class ..	B. Rámaswámi ..	287	520
Senior F. A ..	C. Náráin Rao ..	191	400
Junior F. A. ..	G. Coghlan ..	238	520
Matriculation..	G. Kristna Rao ..	1,177	1,775
First. ..	Narasimmaiengar ..	882	1,280

The marks gained in the lower school, from four examinations held during the year, and also the class marks of each student have been printed.

The library which has been increased during the year by the addition of 150 volumes, now contains about 600 books, and is of great service to masters and students.

An attempt to establish a reading room has failed, as few seem willing or able to subscribe towards obtaining periodicals and papers.

By the use of our new printing press the necessity for dictating many examination papers will now be obviated, and much time will consequently be saved.

I have reason to be satisfied with the conduct and diligence of most of the students holding scholarships.

T. V. Annásámi was nominated and elected last April to the Dobbs' scholarship, and I am in a position to state that he has been diligent with his studies and, we hope, stands a fair chance of passing the F. A. examination next December.

Last May an open scholarship examination was held for two scholarships attached to the B. A. class, and were gained by Rámaswámi and Conquest ; Conquest having left the school, the second one becomes

vacant. With reference to scholarships I would here remark upon a subject which appears worthy of consideration.

For the encouragement of higher education, the Madras Government, on the publication of the final results of the matriculation examination, award annually 15 scholarships to 15 out of the first 20 candidates. These are tenable for four years until the time of appearing for the B. A. degree. A student from the Mysore Province has, for the first time, since the institution of the University examinations, become eligible for one, but cannot hold it as he is not in the Madras Presidency. It would be a great boon, if some inducement of this kind were held out to students of schools in the Mysore Province. Of the four merit scholarships attached to the F. A. class, Krishnaiengar and Ranga Rao retain those they now hold for another year. Abdul Karím and Bhíma Rao having passed the matriculation examination, succeed to those held last year by Védavyása Rao and Subramannayen. The vacancies in some of the other scholarships have not at present been filled up for this year.

The annual examination of the upper school was conducted in November last by the following gentlemen, to whom I take this opportunity of tendering my thanks.

English Language.—Messrs. Best, Rae, Hudson, Dubois, Thompson, Miller, Walton, Plunket.

Kanarese Language.—Messrs. Rice, Venkatavaradaiengar and Rághaváchár.

Mathematics.—Messrs. Rogers, Walton, Edgecome, Duncan, Evans, Thom, Willock and Srínivása.

History and Geography.—Messrs. Gordon, Ricketts, Stevenson, and Plunket. The reports as well as the marks obtained have been printed.

Five students reading for degrees were examined in the English and mathematical portions of the work done during the year. In English poetry, the class obtained 34 per cent of the maximum marks, and in prose 54 per cent. Mr. Rae who examined in the latter subject remarks that he was pleased with the manner in which they sought to

answer exactly what was asked, though occasionally there was too great a tendency to reproduce the words of the author.

In mathematics, the class obtained about 42 per cent. Rámaswámi obtaining 122 out of 150. Mr. Walton says that in his paper there is a " thoroughness deserving of praise."

In the Senior F. A. class five students were examined and obtained 48 per cent in English and 38 per cent in vernacular. The examiner in English observes that three out of five have acquitted themselves well. In the Junior F. A. five were examined, of whom three obtained over $\frac{2}{3}$rd marks in English and $\frac{1}{2}$ in Kanarese. Mr. Thompson who examined in English poetry, speaks favorably of Coghlan and Krishnaiengar, but observes that the boys appeared better prepared in the part selected from Milton than in Byron. In Kanarese Mr. Rice remarks that the papers do not evince that accuracy and scholarship in the Kanarese language, which students going up for the F. A. test ought to attain. In the remaining subjects these classes were examined together and obtained 46 per cent in history, 43½ in mathematics and 44½ in arithmetic.

Matriculation Class.—Out of 18 examined, five in English poetry and eleven in prose obtained $\frac{1}{3}$ marks.

Marsden's papers are remarked upon as being very good. In Kanarese 8 obtained over $\frac{1}{3}$ marks. The reports on history and geography are favorable, with the exception of that on the English history papers—upon which Mr. Ricketts observed that with a few exceptions the class did not come up to his expectations. In arithmetic 3 obtained over $\frac{1}{2}$, and 7 more over a $\frac{1}{4}$ marks. The report on algebra is satisfactory, as also that on Euclid.

First Class.—34 were examined in the first class, of whom two obtained $\frac{1}{2}$ marks or more, and eight others above $\frac{1}{3}$.

Lower School.—Thanks are due to the masters for the assistance given in the examinations of these classes, both at the annual examination, and also during the year. Mr. Venkatarámaiya's class did remarkably well, three boys being found good enough for promotion to the matriculation class.

The F. A. candidates of this year consisted entirely of last year's failures. Three of the five sent in from the High School passed, all in the second class. The matriculation candidates were very successful. Out of twelve sent up eight passed, two in the first class, and one of these has taken the highest place as yet gained by any Mysorean.

One student, Mahomed Ali, who for over a year has been hardly more than nominally reading in the school on account of preparing for the law examinations, has just taken a very creditable place in the Criminal and Civil Higher Grade, Special Test Examination. We hope he will now settle down steadily to working for his degree. Narahari Rao, a former scholar and teacher, has also been successful in the M. L. degree examination.

The prizes in the upper school have as usual been assigned chiefly on the results of the annual examination; but it appears that those students who have been most successful during the year, have also gained first places at the annual examination. In the lower school, the daily marks, those obtained at the monthly examination and at the annual examination, have equal weight in determining a boy's position in his class.

We are indebted to the Chief Commissioner, Captain Clarke, and Mr. Garrett for kindly contributing prizes.

I must express my regret at the hasty manner in which this report has been prepared, and I fear that several things worthy of notice have been omitted. In conclusion I have to express my thanks to the masters for the ready aid they have given me during the year, and the interest they have shewn in their work. I wish also to remark that the conduct of the senior scholars has with scarcely any exceptions been very exemplary.

(Signed) CHARLES WATERS, *M. A.*,
Principal.

APPENDIX II.

I. CIRCLE.

Inspector's Report.

I have the honor to report on the progress of education in the four Districts of Bangalore, Kolár, Mysore, and Hassan, constituting the First Circle, of which I resumed charge on the 6th of June.

2. *Number of Schools.*—There are under inspection in this circle at the end of the year 412 schools, of which 317 are Government, and 95 aided and private. They belong in the following proportion to each district.

District.	Boys' Schools.			Girls' Schools.			Normal and Special Schools.	Total.
	Upper.	Middle.	Lower.	Upper.	Middle.	Lower.		
Bangalore ...	4	10	100	3	2	18	7	144
Kolár ...	1	1	105	...	...	3	...	110
Mysore ...	2	4	79	..	...	4	...	89
Hassan ...	1	1	63	...	...	3	1	69
Total.....	8	16	347	3	2	28	8	412

3. *Number of Scholars.*—The entire number of pupils receiving instruction in these schools amounts to 16,023, namely 13,805 male and 2,218 female. On distributing them in accordance with the foregoing table, the following results are obtained:—

District.	Boys.			Girls.			Pupils in Normal and Special Schools.	Total.
	Upper.	Middle.	Lower.	Upper.	Middle.	Lower.		
Bangalore ...	622	660	3,869	209	139	1,371	941	7,811
Kolár ...	65	61	2,636	...	...	144	...	2,906
Mysore ...	439	94	2,372	...	...	231	...	3,136
Hassan ...	142	29	1,821	...	...	115	63	2,170
Total.....	1,268	844	10,698	209	139	1,861	1,004	16,023

4. *Gradation of Schools.*—The Government schools are divided into (1) District, (2) Talook or county, and (3) Hóbli or village schools, (4) Girls' schools, and (5) Normal or other Special schools.

5. *Organization of Schools.*—The district and talook schools were organized in 1866 (by my circular of the 18th September). The Anglo-vernacular schools were provided with a curriculum leading through six classes up to the standard of entrance at the Madras University. For Kanarese and Hindustáni schools four classes were prescribed, the studies laid down being in advance of such as were either at that time or are even now usual in vernacular schools.

6. *Results of the Organization.*—Previous to these arrangements no regular system was pursued in the Government schools. Each Head Master introduced his own system, and used such text books as the Judicial Commissioner allowed. A long enough time has now passed to admit of an estimate being formed of the working of the new regulations.

7. *Effect on Anglo-vernacular Schools.*—As regards the Anglo-vernacular schools at district head quarters, the Rája's school at Mysore and the district school at Hassan may be quoted as instances in which the system has been successfully pursued, and yet Hassan was formerly pronounced a very unhopeful station, the school being miserably attended. I believe therefore that an adherence to the same course in the other district schools will eventuate in results equally satisfactory.

8. The question has been raised whether the minimum standard of the University examinations should not be enforced in the district schools, and all effort to go beyond matriculation interdicted. In suggesting this course it is assumed that the schools are now "all struggling at the expense of ninety nine per cent of their students to bring up pupils for the higher University examinations." Now no one having the slightest acquaintance with the actual condition of these schools could make a statement so completely at variance with facts. For leaving out of consideration the Rája's school, which stands on a footing of its own, and which with reference both to its origin and the competition to which it is liable, has necessarily a higher range of study, there are five district schools ; of these only one has really attained the standard of matricula-

tion, and two others have barely touched it. The two cases in which Hassan has gone beyond were quite exceptional, and not results of the regular school work. So far then from these schools invading the Province of the higher University examinations, very much remains to be done before they reach even the lowest, and there cannot be a doubt that matriculation must continue to be in practice, as it is by intention, the limit of their standard of instruction.

9. But it may be worth while to go into the question a little more in detail. The subjoined table, including all the Mysore schools that have succeeded in passing candidates, gives the history of the matter at a glance.

	School.	No. passed Matriculation in 1863 '64 '65 '66 '67 '68 '69 '70.	No. passed F. A. in 1866 '67 '68 '69 '70*.
	High School	1 2 7 7 10 4 10 7	3 1 6 4 2
Aided.	Native Educational Instn....	—— —— —— —— 1 4 2 3 3	—— —— 2 5 2 2
Aided.	London Mission Institution...	—— —— —— —— 4 6 4 1	—— —— 2 3 1
Aided.	Wesleyan Mis. School, Mysore.	—— —— —— —— 4 3 1 3	—— —— 1 3 0
Aided.	Bishop Cotton's „ ...	—— —— —— —— 4 3 1 0	—— —— 3 0 0
Aided.	St. Andrew's „ ...	—— —— —— —— 3 0 0 1	—— —— —— —— 6
Government.	Hassan	—— —— —— —— 3 0 1 2	—— —— 1 1 0
Government.	Rája's School... ...	—— —— —— —— 5 4 4	—— —— 2 2
Government.	Kolár	—— —— —— —— —— 1 0	—— —— —— —— ——
Government.	Shimoga	—— —— —— —— —— —— 1	—— —— —— —— ——

10. From this it will be seen that the High School was the first, and till 1866 the only, institution that trained students for the University examinations. It was not however till 1865, that the school studies were arranged with this object. The previous candidates had been prepared by myself (then Principal) privately, from a conviction that it was useless to take up an isolated position and disconnect the English education of the Mysore State from the course of public instruction introduced a few years before into the great British Presidencies.

* Owing to a new mode of registration last year, I am not sure of the F. A. results for 1870, but the point under consideration is not thereby affected.

Soon after entering on inspection work, in the latter part of 1866, I organized all the provincial schools, as referred to in a former paragraph, appointing matriculation as the standard to be reached in the higher class of district schools. Aided private schools at the same time entered the field of competition, and the list in the above table for the year 1867 shews how general and simultaneous was the adoption of the University course.

11. But it further appears from the list that, with the exception above pointed out of the Rája's school, all the institutions engaged in the 'struggle' for the higher examinations are aided and not purely Government schools. Over the action of these private schools Government, as a rule, disclaims any control. But if matriculation is fixed as the highest standard of instruction in all schools directly connected with Government, except one, which it is desired to constitute a central college, it is difficult to see on what ground the right should be waived of imposing a similar restraint on private institutions, which derive from Government the means wherewith to carry on higher studies. For it is with the share they get of the public funds that these schools chiefly maintain the superior teachers capable of training up candidates for the University examinations, so much so that the withdrawal of those funds would immediately be followed by the dismissal of these very masters. As regards therefore any course which Government may see fit to adopt in the matter of the higher English instruction, all the schools concerned are substantially Government schools and equally subject to its control. It is thus within the power of Government to concentrate the discursive efforts now expended on such education and to draw them into one channel.

12. In addition to the district schools, there are a few Anglo-vernacular schools of an inferior grade at some of the talook head quarters. These were included in the organization of 1866. Some of them, however, established to supply a temporary and limited demand, have since been abolished, and it seems advisable rather to improve the others than to increase their number. For besides being disproportionately expensive, they often tempt boys to enter upon a course of instruction unsuited to their prospects in life and at best very imperfect, thus positively, as

it seems to me, increasing the sum of human misery. Where English can neither be thoroughly taught nor the study continued for a sufficient length of time, it is clearly better to confine attention entirely to the vernacular.

13. *Effect on Kanarese Schools.*—The talook Kanarese schools have greatly improved, but still come short of the desired standard. I do not find that this is due to any fault inherent in the scheme of lessons. It arises from social circumstances powerful enough to overbear the inducements to a higher range of study. The poverty of the parents and their consequent inability not only to dispense with the earnings of their children, but to incur any further expenditure for the books and fees necessary for continuing their studies, must be assigned as the chief of these circumstances.

14. The withdrawal of boys from school before they have completed the appointed course of instruction, and as soon as they have acquired an elementary knowledge that will barely serve for transacting the commonest business, is the great drawback to the progress of the schools. But this is an obstacle not peculiar to this country or even to this part of the world. The following quotation from a late number of the *Saturday Review* shews the operation of the same cause in England. "This is what hinders the education of the lower classes. The agricultural laborer wants his boy to go into the fields at ten years old, just as the small manufacturer wishes to set his boy down at the desk at sixteen. Even if the education were made absolutely gratuitous, the balance would still be on the wrong side of the account. The time would be spent to no direct pecuniary profit even if the boy were not, as friends will assume, rendered less capable than before of doing the work for which he is destined."

15. In what way these difficulties are to be met and overcome, it is not easy to decide. I have, however, proceeded on the two following counteracting principles. To make the instruction of the lower classes as substantial and complete as possible, and to insist upon a superior training of school masters.

16. On the first of these principles, I am opposed to the use of books published in separate parts. For it is generally, if not invariably

the case that a boy who has gone through the first part, or at most the first and second parts of, say, a grammar or arithmetic, stops there. He not unnaturally assumes, as also do his friends, that having completed one or, as the case may be, two books on the subject, he has learnt, if not all that might be taught about it, at any rate a good deal, and perhaps as much as he will ever require, an opinion powerfully seconded by a consideration of the expense attending promotion to the use of the more advanced parts. An advocate for the issue of books in portions may say that a boy feels some pleasure in beginning a new book. But a momentary gratification of this sort is of no account when the necessity for purchasing the book threatens to cut short his education.

17. A graduated course of lessons is indeed indispensable, but I have striven to prevent the mere multiplication of books arising from the sub-division of those on the same subject. A boy once in possession of a complete book is provided with all that he requires as long as he shall continue to study the subject of which it treats, and has further an inducement to persevere till he has reached the end when he knows that it will give him a mastery of the whole subject. This interest is evidently wanting in the case of a book which he understands is only preliminary to another, and that to another and so on. Even granting that he does not after all finish the book at school, he has it by him for reference on such points as he has not learnt, and will in many cases be led by curiosity and a desire for improvement to study it to the end for himself. At all events ample means have been placed in his hands for prosecuting the particular study to a satisfactory point.

18. Another advantage of using complete books is that they can be bought once and for all by the boy's friends, who, it may be conceived, are much more willing to provide him with what he requires at the outset of his school career than afterwards. A common source of danger to the boy's schooling is thus avoided, for each fresh application for money to buy books gives an opportunity and excuse for abruptly removing him from school.

19. The second remedy proposed was the superior preparation of school masters, that they may be able to exercise greater judgment in the instruction of the most juvenile, and turn to best account every moment of the probably limited time during which the children will remain

under their care. For after all it is not the amount of information, so to speak, injected into him at school, but the imparting of a right direction and bias to his mind in the path of knowledge, that is of value to the pupil in riper years.

20. The premature removal of boys from school can be checked only by providing some equivalent for the loss sustained by parents in foregoing the services of their children. This may be done by means of scholarships, as in English schools, or by holding out prospects of permanent employment. No such encouragements at present exist for vernacular schools, though sometimes a promising boy has been induced to remain at school by appointing him as a paid monitor or junior assistant master. Even this resource however is cut off, should a recent ruling of the Supreme Government (No. 11 G., Foreign Department, General, dated 5th January 1871) be final, that no allowance can be granted for the purpose.

21. *Effect on Hindustáni Schools.*—Owing to the insignificant number of these schools and the want of trained masters, the organization provided for them may be considered to have remained in abeyance, except in the case of the Kolár school, which, having enjoyed exceptional advantages, has followed out the course and made conspicuous progress.

22. *Continuation of the Report.*—After this retrospect, I proceed to give a few particulars regarding the various schools inspected during the year, and propose at the end of my report to add some remarks on what remains to be done for public instruction.

I. GOVERNMENT SCHOOLS.

1. District Anglo-Vernacular Schools.

School.	Number of Pupils in each class.							Total.	Number of Masters.
	Mat.	I.	II.	III.	IV.	V.	VI.		
Mysore (Rája's) B. A. 1., F. A. S.	21	16	27	20	25	45	56	219	10
Hassan ...	...	16	13	12	15	14	72	142	6
Kolár ...	9	9	5	10	9	17	6	65	5

23. *Rája's School, Mysore.*—This is the leading Government school in the Province next to the High School, Bangalore, and contains 219 pupils in the English branch. At the University examinations two candidates passed the first examination in arts, one taking the high position of fifth in the first class, the other was eighth in the second class. In matriculation four passed, one in the first class. Two of the assistant masters were removed during the year to His Highness the young Mahárája's private school to take part in instruction. Their places have been suitably filled up, and some additions made to the teaching staff. In June the rates of the school fees were considerably raised, so that an amount was realized for the year of Rs. 1,642, against Rs. 838 last year and Rs. 554 the year before. Cricket and athletic sports have been lately introduced among the boys, and are very popular.

24. After the inspection in November last, I reported as follows on the junior classes. The third and fourth classes, and especially the former, gave me much greater satisfaction than the others. I may except however the sixth, composed of little boys at all stages of the first book and alphabet. These did well according to their ability. In the third class may be discerned the nucleus of the future, composed as it is of very promising and intelligent boys, who will hardly fail to gain distinction for the school by and by as alumni of the college department.

25. The condition of the Rája's school, viewed as a whole, reflects great credit on the Head Master, Mr. J. Dunning, to whose painstaking superintendence its successful career of late is mainly due. I should be glad to see him in possession of as well qualified a staff of assistants as is now required for upholding the status of the school.

26. *Hassan District School.*—This school continues in a flourishing condition highly creditable to the Head Master, Mr. Haldwell, and an enlargement of the premises has been necessary to accommodate the increasing number of pupils. Two of the students passed in the last matriculation examination. At the annual inspection I was very pleased with the first class, and in a less degree with the second. The third and fourth classes did not do equally well, but the fifth and sixth acquitted themselves fairly. The game of cricket is cultivated among the

boys with great zest, and former students have carried a love of it with them to other stations, as will be related in another part of the report.

27. *Kolár District School.*—This school maintains its popularity, and, as at Hassan, the school building has been extended during the past year. The candidates sent up for matriculation did not pass, but will probably do so at the next examination. One of the successful candidates from the High School was previously educated here. The first class did not do well in several of their lessons at the inspection, and the second was, I think, in a better condition. The other junior classes did fairly. But much labor has yet to be expended on the school altogether, before its condition can be looked upon as satisfactory. The recent visit of the Chief Commissioner has been a great encouragement. The Deputy Superintendent has obligingly promised, at my request, to provide the boys with a large play-ground close to the school, a boon which there is no doubt will be fully appreciated.

2. TALOOK ANGLO-VERNACULAR SCHOOLS.

SCHOOL.	No. of Pupils in each class.						Total.	No of Masters.
	I	II	III	IV	V	VI		
Chennapatna ...	...	4	7	...	2	5	18	2
Chikka Ballápura ...	9	4	8	11	9	20	61	4
Gundlupété	...	...	...	6	16	10	32	1
Hunasúru	...	...	9	5	11	8	33	2
Holé Narasipura ...	...	...	...	11	5	13	29	2

28. *Chennapatna.*—This school has a number of adverse influences to contend against, arising from the character of the town and its extreme unhealthiness. The pété is inhabited principally by Musalmáns engaged in trade with the Western Coast, to which they make an annual expedition, lasting several months, and Dása Banajigaru. For the former sect there are two Hindustáni schools, where, as usual with Musalmáns, all the instruction required by the boys is obtained in their own language, and the latter sect have no desire or necessity for English.

29. The poor and irregular attendance of pupils, and continued ill-health have had a depressing effect on the masters, as well as a report frequently brought to their ears that the school is to be given up. It is in fact a question whether the expenditure now incurred on account of this feeble institution should not be saved for application to more profitable purposes. The average daily attendance since last April has been 16 out of 21, the average number of pupils on the roll, and there seems but the faintest prospect of matters changing for the better. The masters apparently are not to blame for this state of things, which arises from circumstances beyond control.

30. *Chikka Balláṗura.*—This is a very promising school, but was much disturbed some months ago by ill-feeling between some of the masters and the higher boys, which found expression in perpetually recurring petitions. Since an inquiry was made into the matter, the unpleasantness has subsided, and there has been no repetition of complaints. At the inspection the second or highest class was examined more at length than any of the others. The reading was indifferent, and the explanation of language lessons very imperfect. Arithmetic and algebra appear to have received a good deal of attention and were well done. Euclid was very unequally known. The knowledge of geography was moderate. There appeared to me a want of animation about the class. The master is an energetic teacher, and will learn by experience how the receptive powers of his pupils may be developed.

31. The third class read very well, and two of the boys acquitted themselves with much credit in all their studies. The fourth class did fairly, but were backward in arithmetic. These two classes are under the first assistant, Nádamuni Náidu, and are well managed. The fifth class calls for no particular remark. It is taught by the second assistant, Séshagiri Rao, who thus has the lightest share in the work of the school. The sixth class is in three divisions, and the results of the examination were as good as could be expected. The third assistant, P. Subba Rao, has charge of this. Though an intelligent lad, I think him decidedly too juvenile for the post.

32. *Gundlupété.*—This school contained 35 pupils at the time of inspection, belonging to the fifth and sixth classes. Its general condi-

tion indicated attention and careful teaching on the part of the Head Master, Krishnappa. The building used for the school is rented from a local sáhukár, who wishes to have it vacated, but I induced him to consent to let the school remain in it for some time longer. The boys have formed a cricket club under the guidance of the Head Master, who was one of the first eleven at the Hassan School. The manner in which they confided to me their opinion that "cricket is a good play," shewed that they enjoyed it immensely.

33. *Hunasúru.*—From the register of admissions it appears that 249 boys have passed through this school since its establishment in March 1861. Of those who have joined the Bangalore High School, one matriculated in 1869 after a few months' study there. Many former pupils are doing well in Government employ. The results of the last examination were favorable in most of the subjects of instruction. Arithmetic however was very badly done in the third class (the highest.) Both the Head Master (Mr. Wright) and his assistant (Marisámi) have evidently striven to do their duty, though I fear that the former, from mistaken ideas of discipline and not from any want of feeling, is rather given to terrorising his pupils.

34. *Holé Narsipura.*—This school has made improvement during the year, but is still not up to the mark. The Head Master, (Késavaiya) who teaches the second and fifth classes, will improve as he gains experience. The assistant, (Séshagiri Rao) in charge of the fourth and sixth classes, has lately been transferred to this station, and is carrying on his duties steadily.

3. Talook Kanarese Schools.

35. Bangalore District.—Of the thirteen talooks of this district ten are provided with Kanarese schools. Bangalore, Anekallu and Kánakánahalli remain. The first is so well supplied with schools of all descriptions, that the establishment of a Government Kanarese school may very well be dispensed with. Anekallu also has a good school, connected with the London Mission. Should this be given up, a talook school would be required. Kánakánahalli formerly had a Government school, but owing to the little support received from the people it was closed in 1867. It is believed that a desire now exists for its re-establishment, due perhaps to the influence of the present enlightened Amildar.

School.	No. of Pupils in each Class.						Total.	No. of Masters.
	I.	II.	III.	IV.				
				A.	B.	C.		
Chennapatna ...	...	...	...	8	11	20	39	2
Closepété ...	...	...	20	20	40	...	80	2
Dévanahalli ...	...	...	10	27	...	...	37	1
Dodda Ballápura ...	...	6	5	8	18	62	99	5
Kengéri ...	...	...	12	30	...	...	42	1
Mágadi ...	...	...	6	22	4	29	61	2
Nelamangala ...	...	...	5	14	14	14	47	2
Yelahanka ...	...	3	11	30	...	...	44	2

36. *Chennapatna.*—This school contains only half the number of pupils that had joined it previous to the setting in of the sickly season in November. The present Head Master does not seem at all suited for the work in this school, and many of the best boys have left since his taking charge of it. He has no doubt been a great sufferer from fever, but, apart from this, has been wanting in proper attention to the interests of the school. The assistant, Reddi Cheluvaiya, seems to have worked well; but during the last few months has not exerted his influence as before, partly owing to the counteraction of his efforts by the Head Master. The school however is a hopeful one, and with the return of a healthier season and the appointment of an efficient Head Master, I expect to see the classes again filled.

37. *Closepété.*—This school has a good and increasing attendance, and under the present Head Master has made very satisfactory progress. Another assistant seems necessary.

38. *Dévanahalli.*—The attendance is poor for such a large place, but the boys have been well taught, and the master evidently takes an interest in the work. He complains that the boys will not remain at school after passing through the third class, being satisfied with their attainments up to that point.

39. I was addressed on the subject of an English school by about 15 very respectable lads who were present during the examination as spectators. They were pupils of the late English school, and attributed

its abolition entirely to the master now dismissed. They promised a regular attendance of 25 pupils, should it be re-opened. I held out no hope that their request would be complied with.

40. It is a matter for regret that the late English master should so long have remained in charge of the school to the prejudice of educational interests in the town. Every opportunity that offers will be availed of to re-awaken an interest in the school on the part of the residents.

41. *Dodda Ballápura.*—The attendance at this school, though still high, has fallen off very much during the past year. This may be attributed to the setting up of two private schools within the town, close to the houses in which the boys live. The Government school being outside the town, and at a considerable distance from some parts, is thus placed at a disadvantage compared with these inferior schools closer at hand. At the same time there did not appear to me sufficiently decided evidence that the boys in the Government school had been carefully taught. The Head Master takes the second and third classes together, and so little distinction seemed to be preserved between them, that they may virtually be deemed one class. The lessons were at the best imperfectly done.

42. *Kengéri.*—This is a new school and opened in supersession of a flourishing hóbli school, since removed to a neighbouring village. The progress has been good in proportion to the time the boys have been under instruction. The school premises are very confined, but no other place is procurable.

43. *Mágadi.*—This school has a large attendance and appears to enjoy, along with the master, a considerable measure of popularity. The want of Telugu instruction, however, is represented as a drawback, and I have directed that lessons should be given in that language to those who desire it, until a master can be appointed especially for it.

44. *Nélamangala.*—After an inspection in September I reported as follows on this school. "The number of pupils is very encouraging, but the standard of the school is low, owing to its comparatively recent establishment. A third class will now be formed however, and promotions made throughout. The results of the examination were on the whole creditable. The great drawback is the inability of the two mas-

ters to superintend effectually the studies of so large a number of pupils." I regret that since that time the progress of the school has been interfered with by the removal of the Head Master for a short time to an acting appointment in the Second Circle, his *locum tenens* having managed to drive away a large number of the boys.

45. *Yelahanka.*—I was not altogether satisfied with the examination of this school. Though pains had evidently been taken with the pupils, there was a want of method in the instruction. The master is an exceedingly clever man, a Vaidika Brahman, but he has, I think, yielded too much to the wishes of the boys and their parents as to the lessons they desire to have taught in the school. Arithmetic was imperfectly understood. The language lessons were better done. I consider that the school is a very improvable one. The Amildar and other officials give it every countenance, and the people of the place seem to feel an interest in it. When the new premises have been erected it will be easier for the master to maintain proper oversight of the school than is possible in the present confined building.

46. Kolar District.—Every talook in this district has a Kanarese school, altogether eleven in number. They are situated, with the exception of one in Málúru Talook, at the head quarter station; but as the London Mission maintained a school in Málúru, the talook school was established in Narsápura, a large village, 12 miles away.

School.	No. of Pupils in each Class.						Total.	No. of Masters.
	I.	II.	III.	IV.				
				A.	B.	C.		
Bágépalli ...	...	...	8	13	...	...	21	1
Bowringpété ...	...	...	...	11	7	12	30	1
Chikka Ballápura ...	...	...	2	13	12	34	61	2
Chintámani ...	...	2	9	8	12	20	51	2
Góribidanúru ...	...	...	6	16	...	...	22	1
Gudibanda ...	...	...	12	16	16	14	58	1
Kolár ...	...	4	16	56	...	...	76	2
Mulabágalu ...	...	5	8	22	...	...	35	2
Narsápura ...	...	3	6	21	...	...	30	1
Srínivásapura ...	...	...	...	16	...	...	16	2
Sidlaghatta ...	...	...	10	14	...	...	24	1

47. *Bágépalli.*—I found this school in anything but a flourishing state. It is held in the temple of Vignéshvara, but I examined the boys in the talook cutcherry, where they had been drawn up without my knowledge to prevent the desecration of the temple, which would have resulted from my admission. The lessons had been fairly taught, and questions in geography especially were answered with great readiness, but the irregular attendance of the boys had interfered with their progress. I endeavoured to interest them in the matter of their education and I would hope successfully. It appears that the town does not contain so many boys as might be expected. Several families have none, but girls seem to be abundant.

48. *Bowringpété.*—This is a new school, and has made a fair beginning. The Amildar has with difficulty obtained accommodation for it, all the available buildings, which are not many, having been taken up by the Inam Commission. The inhabitants of the place, besides officials, are mostly traders from various parts, settled here on account of the railway. Hence it is no matter for surprise that they have a greater desire for instruction in English than in Kanarese. As the master knows a little, I have allowed him to make his own arrangements in the matter out of school hours.

49. *Chikka Ballápura.*—This school has two masters, and is virtually composed of two schools, for the boys in the assistant master's charge will, it appears, be withdrawn by their parents, unless they remain in his class. This confidence in him arises from their knowledge of him as an old private teacher in the town. The single boy in the third class did well. His companions have only recently withdrawn from the school. The A division of the fourth class were also ready with their lessons. I was much pleased with the junior divisions under the assistant master.

50. *Chintámani.*—This school is in a very flourishing condition, and has been conducted in a manner creditable to the Head Master. The talook officials and leading merchants of this great trading place take much interest in it. The latter, with the true commercial instinct, narrowly watch the progress of their boys, unwilling to prolong their education beyond the limit of what appears to them of practical use,

and equally anxious that no time shall be wasted in acquiring the ideal *quantum* of knowledge. The boys too seem to be possessed with a keen spirit of competition, determined to get as much as possible in return for the sums spent on books and school fees.

51. *Góribidanáru.*—Though this school is not what it was three years ago, under Hóblappa, still it has recovered in great measure from the decline that took place after he left. The lessons have been well taught, and the master, in spite of some ridiculous affectation, may be commended for the results.

52. *Gudibanda.*—Every boy was present in his place at the inspection, and the Amildar (since dead, I regret to say) and principal residents were spectators of the examination, which appeared to interest them. Once or twice I was interrupted for information regarding the subjects which came up in connection with the boys' lessons. The present state of Ceylon seemed quite unknown to the auditors and almost incredible. The accuracy of the notions derived from the ancient shástrás had never apparently been even questioned. "Is not Vibhíshana there ?" I was asked in the most ingenuous manner. It gives me pleasure to report that the examination was very creditable. The school has been well managed and well taught, and its condition is gratifying both as regards the numbers in attendance and the prospect of its increase and improvement.

53. *Kolár.*—I was somewhat disappointed with the examination of this school, as I had been led to expect unusual indications of progress. The shortcomings of the boys, as is customary at inspections, were attributed to their nervousness and fear of the presence of a European examiner. Something no doubt should be allowed for this, but I do not think it sufficient entirely to account for the indifferent way in which the language lessons were done. The school, however, is well attended, and continually increasing, and the master desirous of advancing himself. On the occupation of better premises, and under the eye of the English Head Master, matters will no doubt be greatly improved.

54. *Mulabágalu.*—This school is in a very creditable condition due to the active interest of the Head Master. Nearly all the lessons of the second class, the highest, have been marked in my report as "very

good." An attempt has been made to teach Euclid, but it is entirely a matter of memory.

55. *Narasápura.*—Although the second and third classes here contain only a single boy each, they have been satisfactorily taught, and the school is generally in very good order.

56, *Srínivásapura.*—This school is probably as well attended as the premises now occupied will allow, but its condition leaves much to be desired. When the building now in progress is completed, more effective arrangements will be possible, and I incline to think that a change of masters may be beneficial. Recommendations on this head will bes ubmitted. The Kanarese assistant seems a very suitable man for his work.

57. *Sidlaghatta.*—The experimental removal of this school to a rented building within the town has resulted in attracting 33 pupils in place of 5, the highest number from March to September last, and the tendency is to a still further increase. The classes have been very fairly taught. The single boy in the second class, who aims at being made an assistant master, is the only pupil I have met with in the talook schools that has an intelligent understanding of the problems in Euclid. He has not however as yet advanced very far in geometry. The unused school building is well looked after by the Amildar, but the walls being full of white ants it is continually subject to injury. As there is little prospect that children from the town will frequent it, I would suggest the advisability of disposing of the building to the Public Works Department, to be used as a traveller's bungalow, which is much needed in that direction, and the construction with the funds thus made available of a new school in the town.

58. Mysore District.—This district contains thirteen talooks, in eleven of which Kanarese schools have been established. But as from this year the Mysore Ashtagram and Patna Ashtagram Talooks are to be amalgamated into one, called the Ashtagram Talook, there really remains only one school to be provided, namely in the Periyápatna Talook. As soon as sanction is obtained, a purely Kanarese branch will be opened in connection with the English school now carried on at Hunasúru, the head quarters, thus filling up the complement of talook Kanarese schools for this district.

School.	No. of pupils in each class.						Total.	No. of Masters.
	I	II	III	IV				
				A	B	C		
Chámarájanagara ...	...	...	13	35	...	...	48	1
Gundlupété ...	...	...	4	7	19	...	30	1
Maddúru	...	...	3	27	...	...	30	1
Mallavalli ...	...	...	7	31	...	...	38	1
Mandya	...	5	13	12	15	...	45	1
Mysore	...	7	11	109	...	...	127	2
Narjanagúdu ...	...	6	14	24	14	...	58	1
Narasipura (Talakádú)	...	..	4	5	16	...	25	1
Sargúru	...	...	...	42	...	...	42	1
Seringapatam ...	...	...	...	18	...	...	18	1
Yedatoré	...	...	7	13	...	...	20	1

59. *Chámarájanagara.*—This school is in charge of a young and inexperienced master, the results of whose teaching are very meagre. He has not a single book on arithmetic in the school, and the Kanarese map of the World appears to have been kept in his house and never shewn to the boys since it happened to fall down, soon after arrival. The state of the school is not at all satisfactory, which is much to be regretted in so large and flourishing a town. I will submit a separate proposition regarding the appointment of a better master and an assistant. The school is held in the Nagár Khána of the Rája's empty palace. This Nagár Khána, with some inconsiderable repairs and alterations, would make a good school house, and is well situated for all parts of the town. I would suggest an application being addressed to His Highness's Guardian for a grant of it for educational purposes, at all events until the accession of the young Mahárája, when it may possibly be again required for the palace service.

60. *Gundlupété.*—This is at present an elementary school, but has made good progress, and is a valuable adjunct to the English school held in the same building.

61. *Maddúru.*—This is a poor and miserably attended school. The master has no doubt been very ill, and during my inspection could scarcely stand, but he does not appear to me a man ever likely to suc-

ceed in getting up a good school, especially in a place so depressed as Maddúru now is. The school-room I found arranged in the most confused manner, with all the windows and doors shut, except half the principal entrance. No one would have supposed the building was occupied, much less that a number of school boys were within. As the awkward and exposed situation of the school building renders it almost necessary to keep it shut, I recommend that a fence of stone posts with wooden bars between, be carried along the front, as far as the corner of the adjoining bungalow compound, where it touches the main road, the gateway of the latter being moved from its present position to that corner. A few shrubs might then be planted in front to shelter the building a little from the road and give it a more inviting appearance. On the remaining undefended side of the triangular patch of ground on which the school is built, a low mud wall would be the best protection.

62. *Mallavalli.*—This school has been established only a very short time, and has been well taught so far. With good management a large number of pupils should be collected here, as the town is extensive and well populated. Several candidates for admission were present at the inspection. The rented school room, situated in the fort, is not at all suitable for the purpose, but I made arrangements for obtaining a larger and cleaner place, now temporarily occupied by the Amildar.

63. *Mandya.*—I am disposed to give this school the highest place among the Kanarese schools of this district, next to the one at Mysore in connection with the Rája's school. The third class, which is the most advanced, has been almost broken up by sickness; but the pupils intend returning when the feverish season has passed. The master has evidently taken great trouble with his boys, and the number is large enough to warrant the appointment of an assistant. The rented school building is not altogether suitable, but no better place seems to be procurable.

64. *Mysore.*—This is our largest Kanarese school, and contained at the time of inspection 145 pupils. A second class has been formed, and some additional assistance provided for Mallappa, the able head of the school. Some scholarships might with very good effect be attached to it, according to a proposal which I submitted some time ago.

65. *Nanjanagúdu.*—This school has a good attendance, and ap-

pears to be fairly conducted, but requires to be watched. It will henceforward have a second class, and the assistance of another master is needed. The building is in want of repairs, and has not a single mat. The floor, however, is so far uninjured. Some enclosure to the school ground is highly necessary, as it now looks very untidy, and is the regular resort of cattle.

66. *Narasipura.* (Talakádu.)—The following report was made after my inspection, in January. "This school had a better attendance two months ago, but on the transfer of the Amildar and several officials to other talooks, 15 of the principal boys were withdrawn to accompany their parents. The remaining boys seem to have been well taught. The small house rented for the school is in the utmost degree dark and confined, there being no opening provided but the door. Light and air were, however, admitted by the simple expedient of telling the peon to put up his hand and remove some tiles from the roof. Before leaving the town, I was fortunate in securing a large roomy house for the school, to which it has since been removed."

67. *Sargúru.*—This is a poorly attended school, and the instruction far from satisfactory. In arithmetic, for want of books, the master has picked out such rules from the advanced second part of Colenso as he imagined could be worked by rote. Hence the A division of the fourth class have been doing sums in partnership! The school building, an enclosed chatram, is as unpleasant a place as I have ever examined boys in. The floor of the room rises in stages of about 3 feet high, and it has no opening for light or air, except some small windows in the front on the lower stage. The confined nature of the upper stage, on which the school is held, may therefore be conjectured. The building is not safe, and a portion is very likely to fall down during heavy rain. No other place appears to be procurable. I therefore recommend that steps be taken for the erection of a school house. This should be situated between Sargúru and Togatagere, a large suburb, where there is an indigenous school containing upwards of 30 boys, whose parents have engaged to send them to the Government school on this private master being made an assistant, an arrangement which I propose for sanction.

68. *Seringapatam.*—This is a new school, but being established in supersession of a very flourishing hóbli school, for the transfer of which

no orders were given, and in proximity to a Kanarese school proposed for a grant-in-aid, it is poorly attended. The boys are as yet of the lowest grade, or fourth class, but have been well taught. The master is a steady painstaking teacher. In my opinion it would be well to amalgamate the talook and hóbli schools. The school is held in a very large and lofty stone mantapam, of the most massive construction. It would make an admirable school house with some alterations and repairs.

69. *Yedatoré.*—This town contains a very large number of Vaidíka Brahmans, supported in the agrahára endowed by a near relation of the late Mahárája. But owing to their being thus relieved from the necessity of earning a livelihood, the boys have no inclination to study Kanarese, and there is a poor attendance of pupils at the Government school. The building rented for the school is too small and dark. I arranged, however, for the occupation of a much more suitable and convenient house from next month.

70. HASSAN DISTRICT.—There are ten talooks in this district, and nine of them have schools of this grade. The remaining talook of Mahárájanadurga presents no field for a school at Alúru, the head quarters. I therefore recommend the establishment of one at Gorúru, a flourishing and populous place on the banks of the Hémávati. The people are anxious for it, and I believe the Deputy Superintendent agrees with me in considering the locality the most suitable in the talook.

SCHOOL.	No. of Pupils in each Class.						Total.	No. of Masters.
	I	II	III	IV				
				A	B	C		
Arakalagúdu ...	...	1	4	45	...	...	50	1
Attikuppa ...	..	...	7	28	...	...	35	1
Bélúru	...	...	5	27	...	...	32	2
Háranahalli ...	...	...	5	33	...	...	38	1
Hassan *	...	...	...	...	...	...	...	1
Nágamangala ...	...	...	4	24	...	...	28	1
Narasipura ...	...	6	11	69	...	...	86	2
Nuggihalli ...	...	...	5	24	...	...	29	1
Sakaléspura ...	...	...	7	23	...	...	30	1

* Opening unavoidably delayed.

71. *Arakalagúdu.*—The attendance at this school is improving, and the Amildar has allotted a talook peon to assist in conducting little boys to and from school along the exposed tank bund, which has long been a hindrance to the attendance of boys from the fort. The compound has been neatly enclosed with an aloe hedge, and a path made up to the school, all which was much needed, as pointed out by me three or four years ago.

72. *Attikuppa.*—This school has suffered from the action of some talook officials, who provided themselves six months ago with a private English teacher, and withdrew a number of the best boys to learn that language. I had an interview with them, and they agreed to send their boys to the Government school in the morning to learn Kanarese, reserving the afternoon for English. The Government school-master is a good teacher, but somewhat too quiet in his manner. The single boy in the third class did not answer well, which was evidently owing to nervousness, this being the first occasion on which the school has been inspected.

73. *Bélúru.*—The state of this school was below my expectation. There was reason to suspect that the entire instruction had been carried on single handed by the assistant, Gundappa, a suspicion not removed by observing that all the boys and apparatus were crowded into one room, the other being empty. I had the whole of the arrangements altered, and the classes properly distributed in the two rooms, one teacher being stationed in each. It would be a good thing if the head master, who was a Shékdar before entering the educational service, could be pensioned or removed to some suitable position in the Revenue Department. The assistant master might then with advantage have independent charge of the school. Failing any such arrangement, I recommend an increase of the pay of the latter from Rs. 10 to Rs. 12, a reward which he fully merits.

74. *Háranahalli.*—The school is now well attended, and the two masters appear to be very popular. The head master has, I fear, allowed the Sanskrit instruction, which he gives to some young men in the town, to interfere with his legitimate duties; but the people are no doubt somewhat difficult to deal with, as is generally the case where Lingáyets predominate. He said they objected to the Government course of study,

and refused to buy the appointed books. I at once called a meeting of the principal residents and explained to them the intentions of Government, and replied to the objections raised. They then professed to be satisfied with what was stated, said that their opposition arose from ignorance and dislike to new-fangled subjects of instruction for their children, and promised henceforward to raise no objections to the Government system. The head master, dubious of their professed acquiescence, read over the list of appointed studies *seriatim*, dwelling with emphasis on the objectionable items of history, geography, &c; but without eliciting any sign of a wavering resolution. It is to be hoped therefore that the school will now get on. The assistant master, I have to bring to notice, is still without salary. He will do well for the place, and has the confidence of the people. Longer delay in sanctioning his pay must be prejudicial to the interests of the school.

75. *Nágamangala.*—This school is in a good condition, and is ably and methodically conducted by the head master, lately a hóbli training master. The highest class, a third, contains only two boys, but those in the first division of the fourth are quite equal to the third class boys in many other schools. One of the pupils is a girl. The premises are not conveniently situated, and have, besides, the reputation of being haunted, which is no recommendation to a native school. I propose for a new school building, a site near the talook cutcherry, which will be a central position, and enable boys from the pété to attend, which the distance it is said now prevents.

76. *Holé Narasipura.*—This is the largest and best of the Kanarese schools in the Hassan District, and is exceedingly well taught. I very strongly recommend Siddappa, the assistant master, for an increase of pay from Rs. 8 to Rs. 10, to which he has fully established a claim by his faithful service. It will be remembered that he became connected with the Government school in 1866 under rather interesting circumstances.

77. *Nuggihalli.*—This school, only a month old when I inspected it in December, has made a very promising commencement, and the master has enlisted the good will of the residents of the place, a large number of whom are Shrivaishnava Brahmans. The school premises are commodious and well situated.

78. *Sakaléspura.*—This school is no doubt better than it has been for some time past, but still it is far from satisfactory. The master was praised for his diligence by the talook officials, but seems to be unpopular with many. He has built a thatched mud hut for himself beside the school, which I have ordered should be removed. He also sets apart one room of the school for his own use at night, all the instruction being carried on in the other. This practice, I directed, should be at once stopped, and had his things moved out and the benches and desks properly arranged in the two rooms. I recommend that in consideration of the climate of the place the master's pay should be fixed at Rs. 20 instead of Rs. 15, and I further propose that an assistant, for which sanction exists, should be appointed. The school compound requires enclosing and the construction of some steps leading to it from the main road, which is about 3 feet higher than the level of the building.

4. Telugu Schools.

79. The extent to which Telugu was spoken in the Mysore was not considered in the original proposals regarding State education, only English and Kanarese, the official languages, being taken into cognizance. As soon as it came within my observation I made a representation on the subject with especial reference to the Kolár District, where Telugu predominates. This was in 1866. But it was not till 1868, when I was acting as Director of Public Instruction, that sanction was obtained for establishing any Telugu schools. There are now five, all in the Kolár District. Yet another is required at Sidlaghatta, and there is also an application for one at Mágadi in the Bangalore District.

School.	No. of Pupils in each Class.						Total.	No. of Masters.
	I	II	III	IV				
				A	B	C		
Chikka Ballápura ...	...	...	...	7	7	26	40	1
Chintámani ...	...	...	...	8	14	13	35	1
Kolár	...	...	...	8	3	21	32	1 Volunteer.
Mulabágalu ...	...	...	8	15	4	26	53	1
Srínivásapura ...	...	...	...	18	...	...	18	1

80. *Chikka Ballápura.*—This school is the most recently established of the Telugu schools, but contains 40 pupils, and is making good progress. The others have been reported on as follows.

81. *Chintámani.*—The Telugu branch is an indispensable adjunct to the Government school at this place. The examination was conducted before me by Krishnamáchári, the master of the Government girls' school, and formerly for many years a successful Telugu teacher in the town. The pupils appeared to have been well prepared.

82. *Kolár.*—The Telugu school here is comparatively new, but is well appreciated by the people, and I have to request that sanction may be obtained for the services of a Telugu master to take charge of it. There is a volunteer at present doing the duty under the supervision of the Kanarese master.

83. *Mulabágalu.*—This is the most advanced of the Telugu schools, and has been very satisfactorily taught. It contains two girls. The help of an assistant is absolutely required, and I beg to recommend the volunteer now acting for entertainment as a paid teacher.

84. *Sríniváspura.*—This branch contains a greater number of pupils than the Kanarese, and the results of the examination were very fair. The premises now under construction will provide more room for it, and admit of the classification being improved.

5. Hindustani Schools.

85. In a former part of this report the want of trained masters was mentioned as having prevented the extension of Hindustáni schools under the direct control of Government. The formation of a Hindustáni Normal Class last year has provided the means of remedying this defect, and it will soon be possible to establish more methodically conducted schools than those which exist under private management.

School.	No. of Pupils in each Class.				Total.	No. of Masters.
	I.	II.	III.	IV.		
Kolár	4	6	18	35	63	3
Mysore	...	...	8	12	20	1
Chikka Ballápura ...	...	...	...	27	27	1

86. *Kolár.*—This school continues to be *facile princeps* of its class. The Head Master, Husén Naváz Khán, who has for several years presided over it with so much efficiency, has been lately promoted to Mysore. I trust that the arrangements made to supply his place will prove favorable to the future progress of the school.

87. *Mysore.*—This school has been many years in existence, but conducted in a very languid manner and with but a handful of pupils. Under the new head master matters have changed for the better, and in another year it should be a large and flourishing school.

88. *Chikka Ballápura.*—This is of recent establishment, and has made a very promising beginning under the certificated master, the first who has been appointed from the Hindustáni Normal Class. The school is indebted to the Assistant Superintendent, Mr. Mahammad Ali, for his active interest and support.

6. Hobli or Village Schools.

89. A native Sub-Deputy Inspector in each district examines these schools every four months, but during my circuits I have myself gone to all those which could be visited without too great a detour from my route. In addition to this, at the annual assembly of hóbli school masters for inspection, I have personally come into contact with each individual master and obtained from his own lips an account of the progress of his school and the feeling of the people with regard to it. The information in this manner obtained both by observation and testimony, and indirectly from other sources, confirms the opinion that these schools are exercising no light influence on the agricultural and rural population. How far they answer the end of circle-schools will be considered in another part of the report.

90. The annual convocation of hóbli school masters in each district for the purpose of examination is attended with advantages; but I am inclined to think that it would cause less interruption to assemble them by talooks, as I originally intended. At the time of inspecting any talook school all the hóbli masters of that talook would come up for inspection too, accompanied by some of their most advanced pupils. The plan of summoning them by districts was convenient at first, as the number was small, and the Inspector's time fully taken up with

other arrangements connected with the introduction of the hóbli schools. It seems however now desirable to revert to the system contemplated at the beginning. The Inspector will thus be able to arrange for at once visiting the schools that most need his attention while in their immediate neighbourhood.

91. BANGALORE DISTRICT.—This district contains 76 hóblís, in 65 of which schools have been established. The eleven vacant hóblís are situated principally in the southern talooks. For their benefit the divisional training school was located at Chennapatna, and but for the extreme unhealthiness which prevailed throughout that part of the district during the cold months, and which drove away many of the students who had placed themselves under training, I should now have been able to report the occupation of every hóbli. By the end of May, however, this will be accomplished.

92. The Sub-Deputy Inspector, Dakshiná Múrti Sástri, has been very active in the discharge of his duties, and evidently feels an interest and pride in the work. In his report he has divided the hóbli schools of the district into three classes; 1st. Those in which both attendance and progress are good: 2nd. Those in which the attendance is good, but progress not satisfactory: 3rd. Those in which neither attendance nor progress are satisfactory. In the first class he places 31 schools, 17 in the second, and 13 in the third. Of the castes to which the pupils belong, it is stated that 376 are Brahmans, 80 Musalmáns and 1,170 ryots and other Súdrás. There are altogether 23 girls in the schools, and 93 adult night students. Detailed information will be found in the following table.

No.	Hóbli.	Village.	No. of Boys in each Class.					No. of Girls.	No. of Night Students.	Total.	No. of Masters.
			I.	II.	III.	IV.	V.				
	ANEKALLU TALOOK.										
1	Attibele ...	Attibele ...	..	..	8	5	22	...	...	35	2
2	Háragadde ...	Háragadde ...	...	...	1	6	7	...	...	14	1
3	Iggalúru ...	Iggalúru ...	...	...	...	...	11	...	...	11	1
4	Jigani ...	Jigani ...	...	..	..	4	16	...	...	20	1

No.	Hóbli.	Village.	No. of Boys in each Class.					No. of Girls.	No. of Night Students.	Total.	No. of Masters.
			I.	II.	III.	IV.	V.				
		Bangalore Talook.									
5	Agara ...	Agara ...	...	...	7	3	16	...	...	26	1
6	Yesavanchapura ..	Hebbála ...	..	...	5	9	12	...	...	26	1
		Chennapatna Talook.									
7	Chennapaṭna ..	Mailnáyakanahosa-halli ...	...	...	...	7	10	...	...	17	1
8	Honganúru ...	Honganúru ...	...	...	6	4	14	...	4	28	1
9	Molúru ...	Molúru ...	...	...	6	5	9	...	...	20	1
10	Múdigere ...	Mákunda ...	...	...	...	...	14	...	...	14	1
11	Virupákshipura ...	Akkyúru ...	...	...	...	...	15	...	...	15	1
		Closepete Talook.									
12	Bhairamangala ...	Bhairamangala ..	...	...	...	...	21	...	...	21	1
13	Closepété ...	Sugganahalli ...	..	...	...	...	15	...	...	15	1
14	Kúnagallu ...	Kúnagallu ...	...	...	...	...	7	...	...	7	1
15	Mákali ...	Jálavangala ...	...	2	...	...	...	...	...	2	1
		Devanahalli Talook.									
16	Búdigere ..	Búdigere ..	...	...	9	24	39	4	9	85	2
17	Chennaráyapatna...	Chennaráyapatna ...	...	...	4	10	7	2	2	25	1
18	Dévanahalli ...	Kannamangala ...	...	...	...	7	20	3	...	30	1
19	Jangamakóté ...	Jangamakóté ...	...	...	4	4	9	...	...	17	1
20	Kalluhalli ...	Kyálanúru ...	...	...	5	10	10	...	..	25	1
21	Kundána ...	Bírasandra ...	...	...	...	...	15	...	...	15	1
22	Vadigénahalli ...	Mulúru ...	...	...	3	17	6	1	...	27	1
		Dodda Ballapura Talook.									
23	Dodda Balláṕura...	Aralumalligé ...	...	...	...	...	10	...	...	10	1
24	Honnávára ...	Honnávára ...	...	...	6	3	17	1	...	17	1
25	Hulikunté ...	Hulikunté ...	...	...	...	...	15	...	...	15	1
26	Kákólu ...	Kákolu ...	...	...	...	...	0	...	...	10	1
27	Kódihalli ...	Márasandra ...	...	...	3	6	8	...	7	24	1
28	Rájaghatta ...	Melékóté ...	...	...	...	4	38	...	...	42	1
29	Tippúru ...	Hanabé ...	...	..	4	8	12	...	...	24	1
30	Túbagere ...	Túbagere ...	...	...	6	16	18	...	4	44	1

No.	Hóbli.	Village.	No. of Boys in each Class.					No. of Girls.	No. of Night Students.	Total.	No. of Masters.
			I.	II.	III.	IV.	V.				
	Hosakote Talook.										
31	Gubbi ..	Bidaruhalli ...	...	...	6	8	8	4	2	28	1
32	Hosakóté ...	Lakkondahalli ...	...	...	...	10	11	...	5	26	1
33	Hullúru ...	Távarekere ..	...	...	5	2	7	...	2	16	1
34	Kádgudi ...	Kádgudi ...	...	..	12	8	12	...	18	50	1
35	Nandagudi ..	Hindiganálu ...	...	...	10	9	26	...	...	45	1
36	Súlibelé ...	Súlibelé ...	...	...	10	10	26	...	...	46	1
37	Vágatta ..	Vágatta ...	...	...	15	8	13	...	12	48	1
	Kanaknahalli Talook.										
38	Háróhalli ...	Háróhalli ..	...	...	...	...	15	...	...	15	1
39	Kánakánahalli ...	Kánakánahalli ...	...	...	...	...	16	...	...	16	1
40	Mudavádi	Mudavádi ...	...	...	...	...	30	...	...	30	1
41	Tungáni ..	Tungáni ...	...	...	...	...	16	...	...	16	1
	Kengeri Talook.										
42	Bidadi ...	Bidadi ...	...	...	12	12	10	...	...	34	1
43	Kengéri ...	Chikkanahalli ...	...	...	2	4	20	...	...	26	1
44	Távarékere ...	Távarékere ...	...	...	4	6	10	1	...	21	1
45	Uttarahalli ..	Uttarahalli ...	...	...	2	3	8	...	10	23	1
	Magadi Talook.										
46	Gudémárnahalli ...	Mótaganhalli ...	...	...	10	8	20	...	...	38	1
47	Hulikallu ...	Hulikallu ...	...	...	4	4	14	...	...	22	1
48	Kudúru ...	Kudúru ...	...	2	8	7	28	...	...	45	1
49	Sátanúru ..	Kálya ...	...	...	...	...	...	...	...	...	...
50	Sólúru ...	Sólúru ...	...	2	8	10	29	...	...	49	1
	Nelamangala Talook.										
51	Bégúru ...	Bégúru ...	...	...	5	4	6	3	...	18	1
52	Doddabelé ...	Doddabelé ...	...	...	...	...	13	...	...	13	1
53	Mailnahalli ...	Mailnahalli ...	...	...	14	4	6	4	8	36	1
54	Nelamangala ...	Alúru ...	...	...	...	2	16	...	...	18	1
55	Nijagallu ...	Dobbspété ...	...	...	4	3	5	...	...	12	1
56	Sondékoppa ..	Sondékoppa ...	...	5	7	7	21	...	6	46	1
57	Tyámagondlu ...	Billankóté ...	...	...	6	2	5	...	...	13	1

No.	Hóbli.	Village.	No. of Boys in each Class.					No. of Girls.	No. of Night Students.	Total.	No of Masters.
			I.	II.	III.	IV.	V.				
	SARJAPURA TALOOK.										
58	Bégúru ...	Bégúru ...	...	...	5	5	12	...	...	22	1
59	Bidarakuppé ..	Bidarakuppé ...	...	...	...	...	22	...	...	22	1
60	Mugalúru ...	Mugalúru ...	...	...	9	8	8	..	...	25	1
61	Sar ápura ..	Dommasandra ...	...	...	4	7	36	...	...	47	1
62	Vartúru ...	Gunjúru ...	...	...	9	9	18	...	...	36	1
	YELAHANKA TALOOK.										
63	Jála ...	Bettadalasúru ...	...	...	4	5	12	...	4	25	1
64	Krishnará apura ...	Krishnará apura ...	...	...	...	...	10	...	...	10	1
65	Yelahanka ..	Bánávára ...	...	...	5	5	14	...	...	24	1

93. *Anekallu Talook.*—The school at Attibelé is the only one in this talook in a satisfactory condition.

94. *Bangalore Talook.*—Both the schools, Agara (better known to the Hunt and frequenters of the Royal Artillery practice as Agram) and Hebbála, are well reported of, especially the former. The majority of the pupils are of the ryot class.

95. *Chennapatna Talook.*—All good schools, and improving. At Molúru the establishment of a Sanskrit school has drawn away some pupils, and at Mailnáyakana Hosahalli the prevalence of fever has led to many desertions. Mákunda is entirely inhabited by ryots.

96. *Closepété Talook.*—Jálavangala had some months ago the largest school in the district, but owing to dissensions among the people a current of ill-feeling set in against it. No blame is attached to the master, who is one of the best of our hóbli teachers. Suggana-halli and Bhairamangala schools are doing well, the latter quite a new one.

97. *Dévanahalli Talook.*—Búdigere school is the best here, and has the largest attendance of any in the district. Its progress is described as

uniformly good. Jangamakóté school has been disturbed by factious disputes and the opposition of a deserter from the training school, who should be made to refund the advances received by him from Government. The Mélúru master wants experience in teaching, but the school is likely to improve, as also that at Bírasandra. Kyálanúru school is not doing so well as it should. Kannamangala school is satisfactory. Chennaráyapatna is a small place, but there is no larger village in the hóbli.

98. *Dodda Balláputa Talook.*—Túbagere and Márasandra schools have good masters, and are getting on well. The Hanabé master is a very unsatisfactory man. Honnávár school will be better attended after the harvest work is over. Melékóté school is in an improving condition. The others are comparatively new and require a longer trial.

99. *Hósakoté Talook.*—Kádgudi, Súlibelé and Vágatta have large and flourishing schools. In the second of these places there are also three private schools of the old stamp. All the other schools are making good progress, except Távarékere, which at first declined very much under the present master. It is now picking up again.

100. *Kánakánahalli Talook.*—Two months ago there was not a school in this talook. There are now four, all of which have made a promising commencement.

101. *Kengéri Talook.*—All the schools are doing well. The Chikkanahalli master is a clever man, and had his school in Kengéri until the talook school was established there. His present pupils are every one children of ryots. The master first appointed to Uttarahalli absconded, and no clue could be found to his whereabouts. He was, however, at last traced out, and made to refund the money received by him while under training, amounting to Rupees 65.

102. *Mágadi Talook.*—Sólúru, Kudúru and Mótaganhalli schools are all flourishing. At Hulikallu the people have taken a dislike to the master, apparently from no fault of his. He will, however, be exchanged with some one else.

103. *Nelamangala Talook.*—There are very good schools at Sondékoppa and Mainahalli. Alúru and Bégúru schools are improving. Dobbspété school, being poorly attended, has been transferred to Yelekétanahalli, and Billankóté school to Tyámagondlu.

104. *Sarjápura Talook.*—Dommasandra and Gunjúru schools are very well reported of, and those at Mugalúru and Bidarakuppé are also getting on fairly. Bégúru school is less satisfactory, but will improve.

105. *Yelahanka Talook.*—Bettadalasúru and Bánávára schools are satisfactory. Krishnarájapura school suffered very much from the continual absence of the master. A new man has now been appointed, and it will probably recover itself in a few months.

106. KOLAR DISTRICT.—Out of 81 hóblís 78 have been occupied with schools. The remaining 3 will be filled up in another month, so that the settlement of this district may be reported as complete. The Sub-Deputy Inspector, Shámáchári, has somewhat abated his original activity, but the schools generally appear to have been properly looked after, and a large number are in a flourishing state. Permission has been given as in the case of the talook schools of this district to introduce Telugu lessons wherever required.

107. Almost every caste is represented among the pupils. Ludicrous efforts are sometimes made to retain a higher position in the school class in virtue of caste than can be made good by personal ability. The Sub-Deputy Inspector humorously describes the elongated face of the Shánbhóg in a certain village when he sees his son always taken down at the public examinations by the younger boy of one of his peons. The number of girls at present is 15. There appear to be some scruples as to the propriety of their attending the same schools with boys. But this objection it should not be difficult to overrule in small country places. The number of adult night students is very much less than it was some months ago. It is only at seasons when field work is slack, that this class of pupils will attend. A rise in the price of lamp oil seems, however, to have driven away some, as they are all required to contribute towards the expense of lighting.

No.	Hóbli.	Village.	No. of Boys in each Class.					No. of Girls.	No. of Night Students	Total.	No. of Masters.
			I.	II.	III.	IV.	V.				
		AMBAJIDURGA TALOOK.									
1	Ambájidurga	Úppárpété			7	9	10			26	1
2	Chintámani	Ganjúru			7	11	14			32	1
3	Iragampalli	Iragampalli		8	7	8	14			37	1
4	Kaivára	Kaivára	2	7	5	6	20			40	1
5	Kurubúru	Kurubúru			6	5	4	1		16	1
6	Muragamalé	Hebbari			7	11	6			24	1
		BETMANGALA TALOOK.									
7	Bétmangala	Bétmangala			6	6	4			16	1
8	Búdikóté	Búdikóté			5	4	12			21	1
9	Dásarahosahalli	Uriga			6	4	10			20	1
10	Kámasandra	Kámasandra		6	8	14				28	1
11	Kyásámballi	Kannúru				8	6		2	16	1
12	Rámaságara	Sarvareddipalli			4	3	7			14	1
13	Súlikunté	Súlikunté		4	5	4	5			18	1
14	Táyalúru	Táyalúru		2	5	4	8			19	1
		CHIKKA BALLAPURA.									
15	Avati	Avati	1	3	12	8	14			38	1
16	Manchanabelé	Manchanabelé		3	6	6	23			38	1
17	Manchénahalli	Manchénahalli			12	4	15			31	1
18	Nandi	Nandi		3	5	6	4	2		20	1
19	Perisandra	Perisandra									1
20	Púrnaságara	Kéténahalli									1
		GORIBIDANURU TALOOK.									
21	Bommasandra	Bommasandra									1
22	Hosúru	Hosúru		5	20	6	11			42	1
23	Tondébhávi	Tondébhávi					10			10	1
24	Varavani	Varavani									1
		GUDIBANDA TALOOK.									
25	Dárináyakanapálya	Dárináyakanapálya			9	17	19			45	1
26	Gudibanda	Hampasandra		6	4	4				14	1
27	Mandikallu	Mandikallu			10	7	6	8		31	1
28	Nágaragere	Nágaragere									1
29	Námagondlu	Námagondlu			6	11	13			30	1
30	Sóménahalli	Sóménahalli			6	2	5			16	1

No.	Hóbli.	Village.	No. of Boys in each Class.					No. of Girls.	No. of Night Students.	Total.	No. of Masters.
			I.	II.	III.	IV.	V.				
		GUMANAYAKANAPALYA.									
31	Bílúru ...	Maddepalli ...	...	...	...	6	10	...	...	16	1
32	Chákavalli ...	Pullagallu ...	...	...	6	3	2	...	...	11	1
33	Chélúru ...	Chiláru ...	...	4	10	8	18	..	...	40	1
34	Gúlúru ...	Gúlúru ...	...	...	10	8	12	...	...	30	1
35	Mittémari ...	Mittémari ...	...	12	12	10	6	...	...	40	2
36	Pálya ...	Pátapálya ...	...	...	5	9	12	...	...	26	1
37	Yellampalli ...	Yellampalli ...	...	...	4	3	5	...	...	12	1
		KOLAR TALOOK.									
38	Harati ..	Chámarahalli ...	...	5	5	2	2	...	2	16	1
39	Hólúru ...	Hólúru ...	...	...	6	7	5	...	...	18	1
40	Kolár ...	Begli Hosahalli ...	...	...	8	10	6	...	...	24	1
41	Mudavádi ...	Mudavádi ...	...	2	3	8	2	...	...	15	1
42	Sugatúru ...	Sugatúru ...	...	...	5	5	2	...	...	12	1
43	Uttúru ...	Dévaráyasandra ...	5	6	9	20	10	...	...	50	2
44	Vakkaléri ...	Vakkaléri ...	...	6	5	3	16	...	...	30	1
45	Vémagallu ...	Vémagallu ...	...	...	6	5	8	...	...	19	1
		MALURU TALOOK.									
46	Húlibelé ...	Koppa ...	..	...	10	6	21	...	...	37	1
47	Hulidénahalli ...	Hulidénahalli ...	...	...	5	7	...	...	...	12	1
48	Kudinúru ...	Kudinúru ..	...	3	6	7	8	...	...	24	1
49	Lakkúru ...	Lakkúru ...	..	2	4	12	7	...	...	25	1
50	Málúru ...	Tornahalli ...	...	...	...	10	13	...	...	23	1
51	Másti ...	Másti ...	...	4	6	5	11	...	...	26	1
52	Narsipura ...	Shivárapatna ..	...	2	6	7	9	...	...	24	1
53	Tyákallu ...	Yelavaguli ...	..	...	...	6	6	...	...	12	1
		MULABAGALU TALOOK.									
54	Avani ...	Kottamangala ...	...	...	5	5	4	...	...	14	1
55	Bairakúru ...	Bairakúru ...	...	...	3	4	7	...	...	13	1
56	Duggasandra ...	Agara ..	2	8	10	4	5	4	...	33	1
57	Mallináyakanahalli..	Mallináyakanahalli..	...	...	...	5	4	...	...	9	1
58	Mulabágalu ...	Kappalmadagu ...	...	...	5	11	7	...	...	23	1
59	Nangli ..	Nangli ...	...	...	6	2	4	...	...	12	1
60	Uttanúru ...	Mudyanúru ...	...	...	10	8	10	...	...	28	1

No.	Hóbli.	Village.	No. of Boys in each Class.					No. of Girls.	No. of Night Students.	Total.	No. of Masters.
			I.	II.	III.	IV.	V.				
	SIDLAGHATTA TALOOK.										
61	Bhaktarahalli ...	Kannamangala ...	...	...	...	...	...	...	...	...	1
62	Bashettihalli ...	Tékhalli ...	..	5	2	2	11	...	...	20	1
63	Chilakalnérpu ...	Buradagunté ...	...	5	2	4	5	...	...	16	1
64	Ganjigunté ...	Ganjigunté ...	...	...	16	4	14	...	...	34	1
65	Koralapárti ...	Pápatimmanahalli. ...	1		3	5	4	...	...	13	1
66	Mallúru ...	Kundalgurki ...	...	4	6	5	4	...	...	19	1
67	Mangánahalli ...	Munganahalli ...	..	...	2	6	4	...	...	12	1
68	Sádalé ...	Timmasandra ...	...	...	7	12	14	...	...	33	1
69	Sidlaghatta ...	Abbalúdu ...	...	...	...	8	12	...	...	20	1
	SRINIVASPURA TALOOK.										
70	Adagallu ...	Adagallu ...	...	2	13	12	9	...	...	36	1
71	Dalasanúru ...	Dalasanúru ...	3	8	8	4	13	...	...	36	1
72	Nambihalli ...	Chaldiganahalli ...	..	...	4	8	7	...	...	19	1
73	Nelavanki ...	Yérakálivé ...	...	...	...	7	6	...	...	13	1
74	Rónúru ...	Rónúru ...	...	...	4	5	4	...	...	13	1
75	Ráyalpádu ...	Ráyalpádu ...	...	...	5	5	5	...	...	15	1
76	Sómayájulapalli ...	Sómayâjulapalli ...	...	...	4	9	10	...	...	23	1
77	Sríniváspura ...	Nagdípalli ...	...	...	4	5	6	...	...	15	1
78	Yeladúru ...	Yeladúru ...	...	...	14	13	6	...	...	33	1

108. *Ambájidurga Talook.*—All the schools are well reported of, especially the one at Kaivára, though the master suffers from continual ill health. More than half the people at Uppárapété are Mahomedans.

109. *Bétmangála Talook.*—Kámasandra, Kannúru and Táyalúru schools are doing well. The school at Uriga meets with much opposition from the Shánbhóg. The rest may be described as fair, except Súlikunté and Bétmangala.

110. *Chikka Ballápura.*—Manchánahalli, Manchanabelé and Avati schools are satisfactory; that at Nandi middling: Kéténahalli school has just been reopened after a temporary suspension.

111. *Góribidanúru.*—Hosúru is the largest place in the talook,

and the school is well conducted, and popular. Tondébhávi and Varavani schools are new ones.

112. *Gúdibanda Talook.*—Dárináyakanapálya, Mandikallu and Námagondlu schools are good ones. Writing to dictation is particularly well taught at Mandikallu. The Hampasandra master is a clever man, and gives private lessons in Sanskrit.

113. *Gúmanáyakanapálya Talook.*—The schools at Chéluru, Maddepalli, Gúlúru, Pátapálya, and Mittémari are described as good. The people at Maddepalli complain that the late Shékdar has gone away with Rs. 30 collected for building a school house.

114. *Kolár Talook.*—Dévaráyasandra school is a very good one, and largely attended. The Brahmans of the place are anxious to have a Sanskrit school. Vémagallu and Vakkaléri schools are well reported of. The Sugatúru master has not a sufficient field for his abilities in that small village. The pupils of Mudavádi school are remarkable for regular attendance. Holúru is a large place, but the school is not well supported. At Begli Hosahalli some disagreement has arisen between the master and the pupils.

115. It deserves to be specially noted that the local school committees at Dévaráyasandra and Chamarahalli do not make a sinecure of the superintendence of the schools with which they are connected, and that at Vakkaléri a village peon attends regularly to the cleaning of the school room. It is to be wished that such cases were the rule and not exceptions.

116. *Málúru Talook.*—There are very good schools in all the hóblís except Lakkúru, the master of which must be transferred. At Koppa, Gauda Séshagiri Rao, a member of the school committee, takes much interest in the oversight of the school work. The Hulidénhalli master is fit for employment in a larger village. The Shivárapatna master has been much troubled with law suits arising from false charges brought against him. The Yelavágalu master has been suspended for inattention to his work, and under the acting substitute the school is reviving. The Kudinúru boys and master are praised for their regular and punctual attendance.

117. *Mulabágalu Talook.*—The schools at Agara, Kottamangala, Kappalmadagu and Bairakúru are doing well, and Mudyanúru school fairly. At Nangli there is a private school. Mallinâyakanahalli is a small and sickly place.

118. *Srínivâspura Talook.*—All the schools have obtained good reports, except those at Chaldiganhalli and Yérukálivé. The best are at Addagallu and Yeladúru. The people at the latter place informed me with great satisfaction that, since the establishment of the hóbli school, they had been able to dispense with the professional letter writers upon whom they were formerly dependent, as their own boys were now able to carry on correspondence.

119. *Sidlaghatta Talook.*—The schools are making fair progress in all the hóblís, the Mungánahalli school being somewhat inferior. Abbulúdu and Kannamangala schools are new ones.

120. Mysore District.—The district contains 89 hóblís, besides one in the island of Seringapatam and five in the Yelandúr Jahagír. The number of schools established is 59. All the remaining Government hóblís can be provided for during 1871. The vacancies are principally in the talooks of Heggadadévanakóté, Gundlupété, Periyápatna and Mallavalli. The hóbli schools of this district are on the whole in a very prosperous condition, and I have reason to think that they are doing more good than the talook schools. The Sub-Deputy Inspector, Srínivásaiengar, is entitled to special commendation for the able and intelligent manner in which he has discharged his duties.

121. Owing to the outbreak of cholera, many schools have been closed for some weeks, and the statistics for the end of the year have thus been unfavorably affected. The number of girls under instruction is merely nominal compared with what it was three months ago. A larger proportion would be willing to come if there were separate accommodation and separate teachers for them. The adult night students have diminished in number since the season for cutting sugar-cane, &c. Many who put themselves under instruction did so with an earnest request that their names might not be entered in the register, as they felt ashamed to appear for examination at the time of inspection.

122. The Sub-Deputy Inspector remarks that the course of lessons

appointed for hóbli schools meets with general approval, though there are many places where, as he says, according to the proverb " the hundred blind men fell into the well" (the result of the blind leading the blind) opposition is raised against any lessons except reading, writing and calculation after the native methods, and the old style of indigenous school is preferred.

123. The prevalence of ignorance and superstition have received a curious illustration in one of the hóblís of this district, where the school was entirely deserted for the following reason, which is said to have affected the attendance at some other schools also. It is well known that a belief prevails, especially among native mothers, that the kidnapping and transportation of children is the ultimate object of schools established by Europeans. This strange suspicion appeared to receive a coloring of truth from the recent conveyance to Calcutta of some of the Mysore Princes by Colonel Malleson, who, it was understood, had been disappointed in getting the young Rája himself away. The pupils of the school in question were accordingly hastily withdrawn, and it has not been possible to recover them. The people decline sending any children to the school, although the premises were provided by themselves.

No.	Hóbli.	Village.	No. of Boys in each Class.					No. of Girls.	No. of Night Students.	Total.	No. of Masters.
			I.	II.	III.	IV.	V.				
	CHAMARAJANAGARA TALOOK.										
1	Alúru	Homma ...	...	...	...	6	12	...	...	18	1
2	Chámarájanagara..	Rámasamudra ...	...	5	4	14	5	..	...	28	1
3	Dévanúru ...	Tagadúru ...	...	2	3	7	12	...	...	24	1
4	Honganúru ...	Honganúru ...	...	4	3	7	4	...	...	18	1
5	Kágalvádi ...	Sargúru ...	...	8	11	...	2	...	6	27	1
6	Kottalavádi ...	Kottalavádi ...	...	...	...	...	...	...	...	...	1
7	Santémárahalli ...	Kudéru ...	...	3	5	19	17	...	...	44	1
8	Ummattúru ...	Ummattúru ...	...	...	...	4	8	...	...	12	1
	GUNDLUPETE TALOOK.										
9	Haradanahalli ...	Hardanahalli ...	...	2	6	6	6	...	...	20	1
10	Tirakanámbi ...	Tirakanámbi ...	...	10	13	11	3	..	...	37	1

No.	Hóbli.	Village.	No. of Boys in each Class.					No. of Girls.	No. of Night Students.	Total.	No. of Masters.
			I.	II.	III.	IV.	V.				
	HEGGADADEVANAKOTE TALOOK.										
11	Antarasanté ...	Nérlé ...	...	5	...	15	26	...	...	46	1
	MADDURU TALOOK.										
12	Atagúru ...	Kestúru ...	...	...	5	10	15	...	...	30	1
13	Dodda Arasinakere .	Dodda Arasinakere.	...	...	...	...	14	...	...	14	1
14	Kudaragundi ...	Kudaragundi ...	...	...	1	2	2	...	...	5	1
15	Maddúru ...	Déshahalli ...	...	...	...	1	12	...	...	13	1
16	Tippúru ...	Hondlagere ...	...	...	5	5	1	...	...	11	1
	MALLAVALLI TALOOK.										
17	Kirigával ...	Kirigával ...	...	...	7	5	16	...	...	28	1
	MANDYA TALOOK.										
18	Basarálu ...	Basarálu ...	...	5	8	5	4	...	...	22	1
19	Dudda ...	Mudagundúru ...	...	6	9	6	6	...	..	27	1
20	Kottatti ...	Guttalu ...	...	...	...	10	24	...	...	34	1
21	Mandya ...	Sátanúru ...	...	4	7	6	3	...	...	20	1
22	Muttigere ...	Muttigere ...	. .	8	4	7	2	...	...	21	1
23	Yeleyúru ...	Holalu ...	...	...	6	5	2	...	...	13	1
	MYSORE TALOOK.										
24	Kudlahalli ...	Sollépura ...	...	...	7	15	17	...	...	39	1
25	Lingámbudhi ...	Hinakallu ...	...	2	7	4	2	...	...	15	1
26	Mysore ...	Peduvarahalli ...	...	...	...	8	14	...	...	22	1
27	Sindhuvalli ...	Aiyarahalli ...	...	...	1	4	3	...	...	8	1
28	Ilivála ...	Ilivála ...	...	...	10	4	20	...	...	34	1
	MYSORE ASHTAGRAM TALOOK.										
29	Chandagálu ...	Chandagálu ...	...	...	...	4	9	...	...	13	1
30	Hadináru ...	Hadináru ...	...	...	...	...	16	...	...	16	1
31	Pálhalli ...	Pálhalli ...	...	...	8	4	7	...	...	19	1
32	Rangasamudra ...	Rangasamudra ...	...	...	...	3	15	...	...	18	1

No.	Hóbli.	Village.	No. of Boys in each Class.					No. of Girls.	No. of Night Students.	Total.	No of Masters.
			I.	II.	III.	IV.	V.				
		NANJANAGUDU TALOOK.									
33	Hedatalé ...	Hedatalé ...	...	7	8	2	10	...	...	27	1
34	Húra ...	Haginaválu ...	...	...	6	3	9	..	...	18	1
35	Kalalé ...	Kalalé ...	...	10	15	8	12	...	...	45	2
36	Nanjanagúdu ...	Badanálu ...	...	..	...	...	10	...	...	10	1
		PATNA ASHTAGRAM TALOOK.									
37	Arekere ...	Arekere ...	...	...	8	8	9	...	...	25	1
38	Bannúru ...	Bannúru ...	...	4	...	7	4	...	...	15	1
39	Haravu ...	Haravu ...	...	4	6	4	14	...	...	28	1
40	Kirangúru ...	Hiród ...	...	3	14	12	15	...	...	44	1
41	Kura ...	Seringapatam ...	...	9	8	11	5	...	1	34	1
42	Do. ...	Ganjám ...	...	3	17	7	21	...	...	48	1
43	Kyátanahalli ...	Kyátanahalli ...	...	9	11	9	8	1	...	38	1
44	Shethalli ...	Shethalli ...	...	...	...	3	5	...	...	8	1
45	Tirumalságara ...	Lakshmíságara ...	...	...	...	...	4	...	...	4	1
		PERIYAPATNA TALOOK.									
46	Bettadapura ...	Bettadapura ...	...	...	...	10	17	...	...	27	1
47	Kirijáji ...	Kattémalalvádi ...	...	...	6	3	11	...	...	20	1
48	Periyápatna ...	Periyápatna ...	...	8	11	13	10	...	...	42	1
		TALAKADU TALOOK.									
49	Múgúru ...	Múgúru ...	...	7	13	9	22	...	...	51	1
50	Púrigáli ...	Belakavádi ...	...	...	9	5	4	...	...	18	1
51	Sósilé ...	Sósilé ...	...	...	5	4	9	...	...	18	1
52	Talakádu ...	Talakádu ...	...	7	8	11	4	...	...	30	1
53	Táyúru ...	Táyúru ...	...	...	7	6	15	...	...	28	1
		YEDATORE TALOOK.									
54	Byádrahalli ...	Byádrahalli ...	...	5	19	11	11	...	...	46	1
55	Haradanahalli ...	Haradanahalli ...	...	...	9	4	6	1	...	20	1
56	Mirlé ...	Mirlé ...	...	2	4	4	8	...	...	18	1
57	Sáligráma ...	Sáligrámá ...	...	2	9	9	6	...	...	26	1
58	Tippúru ...	Tippúru ...	...	4	12	8	9	...	...	33	1
		YELANDURU (*Jahagír*) TALOOK.									
59	Maddúru. ...	Maddúru ...	...	6	4	4	8	...	...	22	1

124. *Chámarájanagara Talook.*—There are some very good schools here, especially those at Kuderu and Sargúru. The Rámasamudra master is a clever man, a Jain pandit, formerly attached to His Highness's Court. He has been involved in a prolonged law suit with his brother, which has obliged him to be absent from his work a great deal. Otherwise his school would have made greater advance.

125. *Gundlupété Talook.*—Tirakanámbi school is popular and getting on well, and Haradanahalli school fair. This hóbli is so far removed from the head quarters of the talook, that supplies, &c., will in future be provided from Chámarájanagara, which is one-fifth the distance.

126. *Heggadadévankóté Talook.*—There is only one school at present, at Nérlé. This is well attended, and has pupils from several surrounding villages.

127. *Maddúru Talook.*—Kestúru is a large school; the others have been recently established.

128. *Mallavalli Talook.*—Only one school which has a good attendance.

129. *Mandya Talook.*—Several of the schools have done well, especially those at Guttalu and Mudagundúru. Holalu is one of the largest villages in the talook, but the people take no interest in the school.

130. *Mysore Talook.*—There is an excellent school at Ilivála, known to Europeans as Yelwál, and good ones at Solléepura and Paduvarhalli.

131. *Mysore Ashtagram Talook.*—The schools have suffered from the sickly character of most of the hóblís. Balagola school was for this reason broken up, and the Chandagalu master died.

132. *Nanjanagúdu Talook.*—The Kalalé school is a very good one, and well attended. Hedatalé school is also very fair.

133. *Patna Ashtagram Talook.*—The schools at Ganjám and Seringapatam are the best in the district, now closed on account of cholera. The school at Hiród, better known as the French Rocks, is a very good one. The Tirumalaságara master it has been necessary to dismiss.

134. *Periyápatna Talook.*—The school at Periyápatna is largely attended. It has been the subject of much contention between the residents in the pété and those in the fort. The distance between the two

is considerable, and both parties wish to have it in their own part of the town. Bettadapura school is a new one, but should turn out well. All the residents are Sankéti Brahmans.

135. *Talakádu Talook.*—There is a flourishing and well conducted school at Múgúru. Talakádu and Táyúru schools are good ones. Sósilé ought to furnish a much large number of pupils. The school is, however, a new one, and just now deserted on account of the cholera.

136. *Yedatoré Talook.*—Most in this talook are large and important schools. Byádrahalli and Tippúru take the lead, followed by Sáligráma.

137. *Yelandúru Jahagír.*—Only one school at present, at Maddúru, which is making fair progress. The Jahagírdár is anxious to provide education for all the hóblis.

138. HASSAN DISTRICT.—Out of 77 hóblis 45 have been furnished with schools. There has been a difficulty hitherto in procuring men for masters, but by relaxing the rules of admission a sufficient number of candidates has been secured, and in a few months every hóbli may be filled up. The vacancies are most numerous in the malnád talooks of Manjarábád, Maháráj anadurga and Bélúru, and in Háranahalli. A good many of the hóbli masters in this district, and also in Mysore, are Vaidíka Brahmans from Mélkóté. They are clever, but often too much affected with home-sickness.

139. I found the Sub-Deputy Inspector, Cheluvaiengar, somewhat deficient in activity at first; but, since he received a warning on the subject, he has given more satisfaction. He describes the majority of the schools as in a state of progress, and considers that the interest of the people in education is growing stronger. This is indicated by the competition between villages in the same hóbli to get the school, and the regrets that follow its transfer if the necessity arises for removing it to another locality.

140. In the Bélúru Talook the advent of the Revenue Survey officers has emptied some of the schools, as the boys are wanted to hold the signal flags. The number of girls under instruction is considerable. Two-thirds of them are in the school at Mélkóté, the celebrated Brahman town in the Attikuppa Talook. Night adult students at this season of the year are few.

No.	Hóbli.	Village.	No. of Pupils in each Class.					No. of Girls.	No. of Night Students.	Total.	No. of Masters.
			I.	II.	III.	IV.	V.				
		Arakalagudu Talook.									
1	Arakalagúdu ...	Hebbálé ...	...	...	...	10	12	...	..	22	1
2	Basavápatna ...	Basavápatna ...	...	...	6	2	10	...	...	18	1
3	Hanasógé ...	Hanasógé ...	...	...	6	7	10	...	...	23	1
4	Konnúru ...	Konnúru ...	...	7	10	4	5	...	4	30	1
5	Krishnarájakatté ...	Rudrapatna ...	...	3	6	9	15	...	...	33	1
6	Mallipatna ...	Dodda Bemmatti...	...	...	...	5	6	...	...	11	1
7	Marúru ...	Marúru ...	...	...	...	4	16	1	...	21	1
		Attikuppa Talook.									
8	Akkihebbálu ...	Akkihebbálu ...	...	...	4	12	6	...	...	22	1
9	Attikuppa ...	Agrahára Báchahalli ...	...	...	3	6	8	...	...	17	1
10	Búkanakere ...	Búkanakere ...	...	...	4	10	13	...	...	27	1
11	Kannambádi ...	Kannambádi ...	...	...	...	4	21	...	...	25	1
12	Kikkéri ...	Kikkéri ...	...	..	6	4	27	...	...	37	1
13	Mélkóté ...	Mélkóté ...	...	...	11	20	20	22	...	73	1
14	Santébáchahalli ...	Santébáchahalli ...	...	...	6	12	12	...	...	30	1
15	Sindhughatta ..	Sindhughatta ...	...	...	8	3	...	..	...	11	1
		Beluru Talook.									
16	Adagúru ...	Adagúru ...	...	...	6	...	.	...	...	6	1
17	Andlé ...	Háltoré ...	...	...	3	7	6	...	...	16	1
18	Mélpálu ...	Aggadalu ...	...	...	...	...	10	...	...	10	1
19	Nárvé ...	Gómbidu ...	...	...	5	9	9	2	...	25	1
		Chennarayapatna Talook.									
20	Anékere ...	Yeliyúru ...	...	...	1	2	5	...	...	8	1
21	Didaga ...	Santéshivara ...	...	...	6	5	8	...	...	19	1
22	Hirisávé ...	Hirisávé ...	...	...	10	6	4	..	...	20	1
23	Nuggihalli ...	Jambúru ...	...	...	6	3	2	...	...	11	1
24	Sravanabalagola ...	Sravanabalagola ...	...	...	10	12	13	4	...	39	1
		Harnahalli Talook.									
25	Gandasi ...	Gandasi ...	...	...	...	...	8	14	...	...	22	1

No.	Hóbli.	Village.	No. of Pupils in each Class.					No. of Girls.	No. of Night Students.	Total	No. of Masters.
			I.	II.	III.	IV.	V.				
		Hassan Talook.									
26	Attávára	Attávára	...	...	...	...	...	...			
27	Gráma	Gráma	...	...	6	5	4	8	...	...	...	1
28	Hassan	Búvanahalli	...	...	3	6	6	3	...	...	23	1
29	Kaushika	Ambuga	...	...	...	...	...	24	...	...	18	1
30	Mádihalli	Ugani	...	...	...	2	6	8	...	...	24	1
31	Sáligámé	Sáligámé	...	...	5	4	6	3	...	...	16	1
		Maharajanadurga Talook.										
32	Gorúru	Gorúru	...	...	...	3	8	2	...	...	13	1
33	Muttigé	Bhartúru	...	...	...	..	...	15	...	...	15	1
34	Ponnáthapura	Ponnáthapura	...	...	...	5	5	8	...	...	18	1
		Manjarabad Talook.										
35	Múdigere	Múdigere	...	...	...	...	7	10	...	...	17	1
		Nagamangala Talook.										
36	Bélúru	Bélúru	...	...	...	8	10	12	...	...	30	1
37	Bhímanahalli	Dévalápura	...	...	4	10	12	7	2	...	35	1
38	Bindiganavale	Bindiganavale	...	..	...	5	5	11	...	...	21	1
39	Mannanahalli	Chinya	...	...	7	5	15	10	1	...	38	1
40	Nágamangala	Pálagrahára	...	...	...	...	2	3	...	...	5	1
		Narsipura Talook.										
41	Ganni	Ganni Agrahára	...	...	...	9	6	12	...	...	27	1
42	Mádápura	Mádápura	.	...	...	7	3	5	...	...	15	1
43	Mávinakere	Halékóté	...	...	8	7	15	8	...	...	38	2
44	Narsipura	Hippé	...	...	...	...	...	10	...	...	10	1
45	Niduvani	Dodda Kádanúru	...	...	...	6	7	7	...	3	23	1

141. *Arakalagúdu Talook.*—Konnúru school is the best. The people have deposited Rs. 100 towards the expense of building premises. The other schools are middling. Hebbálé is a wealthy place. Dodda Bematti school is a new one.

142. *Attikuppa Talook.*—The Mélkóte school is the largest in the

district, and making good progress. One-third of the pupils are Bráhmani girls. The master is obliged to engage an assistant for their instruction and himself teaches the boys. It is very much to be regretted that sanction cannot be obtained for this assistant, as the school would increase still more if there were enough teachers to attend to it. All the other schools are well reported of. But the Sindhughatta master receives a very bad character.

143. *Bélúru Talook.*—Gónibídu school is doing fairly. The others are not satisfactory.

144. *Chennaráyapatna Talook.*—The school at Shravanabalagola, a noted seat of the Jain religion, is very largely attended, and the services of an assistant are required. The other schools are all in a promising condition.

145. *Háranahalli Talook.*—Only one school at present at Gandasi which is well supported by the people.

146. *Hassan Talook.*—The school at Gráma is a good one, but the people wish for a master from their own village. The Kaushika school was removed to Ambuga, and is now well attended.

147. *Mahárájanadurga Talook.*—Ponnátapura school is doing well. At Gorúru the master has not sufficiently gained the confidence of the people.

148. *Manjarabád Talook.*—There is only one school as yet in this Malnád talook. It was first established at Uggihalli, but was subsequently removed to Múdigere, where the master fell very ill. His substitute is conducting the school in a creditable manner.

149. *Nágamangala Talook.*—All the schools are well reported of, except the one at Pálagrahára, which will be removed to Paduvalapatna. The master appears to be an indolent man. The Chinya school has made great advance since he was removed from it. At Bindiganavalé a school house is in course of building.

150. *Narasipura Talook.*—The Halékóté school is one of the best in the district. The others are doing pretty well, expect the Hippé school, which will be removed to Byágatavalli.

7. Girls' Schools.

151. There are only five schools for girls established by Government. The best are those at Chintámani and Hassan. As the prejudices against female education are wearing away, especially in large towns, it is a pity that sanction cannot be obtained for the formation of schools in those places where the people come forward with an offer to place their daughters under instruction. Two very promising applications of this nature, one from Sidlaghatta and the other from Closepété, both talook head quarter stations, have been put aside for want of such sanction.

152. *Bangalore.*—Owing to the promotion of the head master and the difficulty of supplying his place with an equally suitable man, there has been some fluctuation in the progress of this school. At the inspection, in September, the first class could read well in Kathá-Sangraha, parse and separate sandhi, do sums in the simple rules and write correctly to dictation.

153. *Mágadi.*—All the girls are daughters of traders and merchants. No Brahmanís attend. The most advanced girls read fluently, and answered questions from the second book and the history of India, wrote to dictation, and could do a sum in simple addition. The second division are going through the first book, and the third practice writing the letters of the alphabet on sand. The state of the school altogether is creditable to the head master. The old talook cutcherry in which the school is held, answers the purpose well.

154. *Chintámani.*—This school is entirely Telugu, and is resorted to by a large number of highly respectable girls. In the first class the Telugu second book, Bháskara Rámáyana, and Vikramárka Cheritra were read from and selected passages explained in a very creditable manner. In arithmetic these girls especially excelled, and the mode in which two or three worked out sums in public on the black board would have put to shame most pupils of the same age in the adjoining boys' schools. The head master, Krishnamáchári, deservedly enjoys the esteem of his townspeople, and is entitled to every credit for the condition of his school, and also to a more substantial recognition of his services in an increase of his salary.

155. *Srínivásapura.*—This school ought to be a good one, but is not. Owing to some private disputes, the most intelligent girls of the town, those belonging to Brahman families, have left off attending, and though three or four of the present pupils can read and write, they have been taught much less than was to be expected in the time they have been under instruction. The hindrance to the school was represented to me as being the peon now in employ, lately a shop-keeper, and of the Telugu Banajiga caste. I have directed the master to see that matters are altered so as to ensure its improvement. Failing this I shall have to recommend his removal.

156. *Hassan.*—The pupils are connected with highly respectable Brahman families in the place. The girls in the first class, of from 10 to 12 years' old, read correctly and with great fluency slókás in the Pancha Tantra, and gave accurate explanations of the meaning of stories in the Kathá Manjari. They were also well acquainted with the Vágvidháyini as far as rules of sandhi, and could add and subtract. The second class girls acquitted themselves satisfactorily in reading from the Kathá Saptati, as far as page 26, and from any part of the second book. The third class know the Bangalore first book, and the fourth are engaged in mastering the alphabet. The state of the school is highly creditable to the head master Srínivásaiengar, an aged and well known pandit, who has evidently taken much pains with his pupils. The Educational Department is indebted to Captain and Mrs. Hill for their active interest in the school, and to Miss Johnson for visiting it twice a week to teach the girls needle work.

8. Normal Schools.

157. The General Normal School at Bangalore, for the training of masters for district and talook schools, consists of three branches; English, Kanarese and Hindustáni. The normal schools for the preparation of hóbli school-masters have been located, the one for the Nandidroog Division at Toomkoor, Closepété and Chennapatna, and that for the Ashtagram Division at Holé Narasipura.

158. **General Normal School.**—It was stated in a former part of this report (paragraph 19) that the superior training of school-masters had received especial attention. Accordingly, with the view of test-

ing the competence of students from the normal school, I instituted (by my circular of the 16th October 1866) an examination for teachers' certificates, without passing which no student could receive an appointment as a school-master. This method evidently supplied the data for a more precise decision on the merits of each candidate than the mere recommendation of the head master, which was all that had previously been required. I have found it, however, necessary to carry the scrutiny a little farther, and to inquire more closely into the character and antecedents of the men offering themselves for admission to the normal school. Fitness is thus tested at the commencement and at the termination of the apprenticeship to the normal school. The entire *onus* of producing efficient school-masters is therefore cast upon the training given in that institution. The privilege of competing for certificates has since been extended to masters employed before the issue of the circular above referred to, and not a few have availed themselves of it.

159. *English Branch.*—Of the 13 candidates who in May were examined in English subjects, 7 were normal students, 6 uncertificated assistant masters. Written questions were set in language, mathematics and history; the examination in geography and school-management was conducted *vivâ voce*. "Normal student Rámachandraiya acquitted himself well both in the written and *vivâ voce* examination and has passed. In teaching he appeared rather embarrassed, but with practice may gain confidence, and will make a good teacher. Normal student Samuel Todd has made considerable improvement in Kanarese, and gained very good marks in mathematics; but his English is not sufficiently accurate to gain him a teacher's certificate. Assistant masters Mádhava Rao and Maliganna, of Hassan school, have passed the test. It is worthy of remark, however, that all the assistants from Hassan are deficient in their command of the vernacular. Assistant master Rangáchári of Toomkoor school is not quite up to the required standard, but possesses ability, and may qualify himself by a little steady application. Kolár school has four uncertificated assistant masters, of whom only two came forward for examination."

160. *Kanarese Branch.*—The examination of the Kanarese branch held at the same period resulted in the success of 12, out of 20, normal students. "The amount of work performed since the last examination

is very fair, except in grammar. The class only profess to be acquainted with orthography and etymology, and although some of the examinees were in advance of this standard, the general knowledge of the subject was poor. Most of the mathematical papers were very creditable, and the historical and geographical questions were answered better this, than any previous, year. I was well satisfied with the general style of language in which the answer papers were written, but the improvement in teaching was particularly commendable. On the whole the proficiency of the twelve students who have just gained certificates is, I consider, in advance of any similar number of men hitherto passed from this branch of the normal institution. It is gratifying to observe that the vernacular branch attracts candidates decidedly superior to those admitted a few years ago."

161. *Hindustáni Branch.*—Two out of the eight students have done well, three others fairly. It will be seen from the list that while a good average of marks has been obtained in Persian and Hindustáni, the subjects of arithmetic, geography and school management, in which more particularly instruction was required, are very indifferently known. Arithmetic ought certainly to have been taught to better effect: regarding the two others there are at present some difficulties in the way. I trust by frequent oversight to make the school more efficient in future, though the want of accommodation must always be a drawback.

162. **Naudidroog Division Training School.**—An examination was held at Toomkoor in July, at which 31 men obtained certificates of qualification as hóbli school-masters, *viz.*, 13 for Bangalore District, 4. for Kolár, 13 for Toomkoor and 1 for Hassan. The school was then removed to Closepété, and shortly afterwards, on account of sickness in that place, to Chennapatna, the next talook. The following is the report on the inspection in February.

163. Out of 38 men 32 were put forward by the training master as prepared for examination, of whom two had appeared on a previous occasion. The usual papers were set on Kanarese and arithmetic, and an oral examination held in the subjects of geography and school management, as the result of which I have recommended 27 men for employment, namely 12 for the Bangalore District, 8 for the Toomkoor District, 5 for the Mysore District and 2 for the Kolár District. Owing

to the unhealthiness which has prevailed during the cold season, the school work has been very seriously interrupted, from which cause several of the men came short in particular subjects. Those, however, who seemed generally well qualified for appointments have been ordered to remain under instruction in those subjects with which they had not displayed a sufficient acquaintance until their papers are received. Owing to the want of a Kanarese text book of arithmetic, the lessons on this subject have been throughout at the discretion of the master. In geography also I regret that the attention of the students has been exclusively directed to India. On the whole, however, I believe the men now certified as passed are not inferior to the average of former examinations. The school it is desirable still to retain at Chennapatna for the benefit of the neighbouring talooks, and as the season is daily becoming more healthy there will not be the same hindrance to study as was experienced in the past term. I would, however, grant permission for the school to be held at Malúru, where a suitable place can be had in the mantapam and where nearly all the students and the master himself reside.

164. **Ashtagram Division Training School.**—The school was examined in December. The number of students under training at the time was 48, of whom the master put forward 33 as prepared for examination, including nine who were unsuccessful on a former occasion. The rest of the scholars are recent admissions and in need of further instruction. Two extra candidates were allowed to appear, of whom one had formerly studied for four months and failed in his examination, and the other had gained experience in school management at Hassan, in the Government school. As a body the men appeared to be of the right stamp, and such as could fill a school-master's place with credit. Two or three were former pupils of the Bangalore High School, whose presence may be accepted as one of the numerous indications to be daily observed that the avenues leading to writerships are overcrowded, and also on the other hand that a hóbli master's position is in the popular estimate of some consideration.

165. The examination was conducted in a manner as nearly as possible corresponding to that adopted on former occasions. Written questions were given on Kanarese literature and arithmetic to be answer-

ed on paper, and a *viva voce* examination was held on geography and school management, in the latter case lessons being given to a class of boys in my presence. From the list of marks obtained by each candidate it will be seen that 22 passed with credit in all the subjects, and that nine more, whose quota of numbers was not so satisfactory, but who seemed in all respects fit for employment, have been recommended for certificates. Four have failed entirely, but may remain along with the thirteen unexamined students for further training.

9. Engineering School.

166. This school does not seem to answer completely the end for which it was established of supplying qualified subordinates for the Public Works Department. Plan drawing, and levelling and surveying receive sufficient attention, but the mathematical instruction is backward. The students principally need, however, the means of becoming practically acquainted with mechanical operations, building, and road making. Several plans have from time to time been suggested for accomplishing this end, as by the establishment of an industrial school, by opening workshops, by apprenticing students to a large contractor in Bangalore, &c., but some objection has been found to them all.

167. The head master at my request drew up a plan some months ago, according to which, with the aid of workshops in connection with the school, he proposed to make the institution self-supporting in the course of three years. This scheme was submitted for consideration, but no action has been taken on it. The scale on which it was drawn up seemed to me to require modification. Something of the kind is certainly necessary. I incline, however, to think that arrangements might perhaps be better made under the immediate control of the Public Works Department, in connection with the workshops attached to the offices of Executive Engineers.

II. AIDED AND INSPECTED SCHOOLS.

168. Great disappointment has been occasioned by the non-receipt of sanction for grants-in-aid proposed during the year, and the efforts of Educational Officers considerably embarrassed. The recommendations of the Local Government on this head have hitherto been held as tantamount to sanction, no reversal of their endorsement having ever occurred.

By an unforeseen change of procedure perplexity has been entailed on the Department and actual distress on the schools affected. In short, matters are at a stand still, as applications, however urgent or deserving, must under present circumstances remain unanswered.

169. The money now utilized for grants-in-aid in this Circle is thus annually distributed among the various denominations of schools.

Protestant;—	Rs.
Church of England	8,820
„ Scotland	2,400
London Mission	2,880
Wesleyan Mission	6,336
Roman Catholic	5,520
Hindu	2,700
Mahomedan	4,176

The subjoined reports furnish information as to the state of the schools.

1. Boys' Schools.—Higher Class.

170. *Bishop Cotton School, Bangalore.*—A change of masters has recently taken place at this school, and subsequent to the inspection. None of the candidates sent up for the last University examinations were successful. The following report describes the condition of the school at the time of my visit. "It is divided into five classes, whose instruction is carried on by the Revd. Mr. Du Bois, the Principal, with the aid of four assistants. Three of the latter have passed the First in Arts examination; the fourth is a soldier formerly in the Lancers. He not only has charge of the preparatory class, but for a trifling extra fee teaches drawing and Hullah's system of singing throughout the school.

171. The matriculation class were examined by means of one paper of questions on their Latin studies, namely, Virgil's *Æneid*, Book VI, and Cæsar's *Commentaries*, Book I, and another on arithmetic, algebra, and Euclid, up to the standard of the University entrance examination. The average of marks obtained was in neither case high, though sufficient to indicate a general moderate proficiency, being for Latin 25·9 per cent

and for mathematics 29·2. On analysing the returns of the mathematical papers it appears that the comparatively high percentage of 62·2 was gained in arithmetic, but that the algebra was a complete failure, though the questions on this subject were such as should have presented no great difficulty. The answers on Euclid produced an average of 28·3 per cent, which might have been higher had the students been less hasty in dealing with the last question.

172. Of the first class I regret that I have to report unfavorably. Being set an exercise from Arnold's Second Latin Book, I found that the rendering from English into Latin was almost entirely wrong. Latin into English was better done, and an average of 30·9 per cent marks gained. The results of the examination *vivâ voce* on Cowper's Task, Book I, which had been studied during the year, would, I consider, have been discreditable to boys of the same age had they never seen the work before, and with none of the remaining lessons in this class did I succeed to my satisfaction. The second class did much better even in the same subject of Cowper's Task, Book I, and displayed altogether more intelligence and greater interest in their lessons, which speak well for the instruction they receive. The third class did fairly well.

173. On comparing the curriculum with the printed synopsis of studies for 1870, issued by the committee in their annual report for 1869, it will be seen that the projected course has not been carried out. No First in Arts class exists, nor is there an engineering class as set down in the programme. Greek studies too have not been introduced, nor instruction in hydraulics. All which leaves it to be inferred that the plan was rather a sketch of what might be than a summary of what was to be. The domestic arrangements and discipline out of school hours have received much attention from the Principal, and his efforts have been strenuously directed to induce a high moral tone among the boarders. Having accepted, however, the charge of Bishop Corrie's School in Madras, Mr. Du Bois is preparing to leave in February, and will be succeeded by the Revd. Dr. Pope, who will not, I am informed, undertake the superintendence of the boarding establishment."

174. *St. Andrew's School, Bangalore.*—This institution has also very recently come under the charge of a new master. One student matriculated in December. After the inspection, I reported as follows

on the school. "There are three assistant masters, of whom one has passed the First in Arts examination and another matriculated. The senior class was first examined *vivâ voce* on Goldsmith's *Traveller*. In reading, the emphasis was frequently misplaced, and the knowledge of the text was too general and uncritical. Papers were then given on Latin and mathematics. Being informed that they were not ready with Virgil, I introduced a passage from Cæsar for translation instead, but three out of seven students did both. The remaining two students take up, one Hindustáni and the other Kanarese for matriculation. These subjects are not taught in the school. The average of marks obtained in Latin was 40·7 per cent, two brothers, I believe recent admissions, being a good deal ahead of the others. In mathematics a general average of 42·3 per cent was gained, the two brothers before mentioned being second and third. The results as regards arithmetic and Euclid were good, but in algebra the average was less than one-fourth.

175. The other classes with some exceptions did fairly. The Latin in the first class, however, was not satisfactory. This may perhaps be accounted for by the fact that the first assistant, who usually has charge of the class, does not profess that language, and that hence it has been taught sometimes by the head master and sometimes by the second assistant.

176. The school seems to be conducted with prudence and due regard to the comfort of the pupils, but it remains to establish a character for scholarship. The boarding arrangements, being connected with the head master's private residence, away from the school, did not come under inspection.

177. On the question of amalgamating this school with Bishop Cotton's, I understand that no obstacles would be thrown in the way either by the Chaplain of St. Andrew's or by the head master, provided the union were carried out on a purely unsectarian basis. I doubt however whether such an arrangement could endure, even if agreed to for a time. Lord Canning expressed an opinion in his minute on the subject that "the attempt to accommodate the schools (proposed by the late Bishop Cotton) to the teaching of children of all churches would lead to their failure."

178. *London Mission Institution, Bangalore.*—Two candidates from this school were successful in the University examinations, one in the First Arts examination and one in the matriculation. The former obtained a place in the first class. I inspected the school in October, and give some extracts from my report. The whole institution is in the charge of the Revd. Mr. Walton, who himself teaches the F. A. and matriculation classes. Of the seven subordinate masters, all I believe Christians, and educated in this school, two have passed the F. A. and two others the matriculation examinations. Till lately a native graduate of the Madras University was employed as the first assistant, but owing to the non-receipt as yet of the additional Government grant recommended in April last, there were no funds from which to pay him, and he has therefore been discharged. In June last the fees were considerably raised, causing the withdrawal of about 50 boys.

179. The F. A. class received a paper of questions on their English text book, grammar and composition. The average number of marks obtained was 39·2 per cent, two out of the four students coming just within a half of the total marks. Of the matriculation class only 14 students presented themselves for the written examination in English. The average number of marks gained was 29·3 per cent, the highest proportion being a half, obtained by one boy. In arithmetic, algebra and Euclid, a quarter of the class did well, especially in the second of those subjects.

180. The lower classes may be described as on the whole in a satisfactory condition, the first class in particular. The sub-division of the third class, however, I may remark, appears unnecessary, there being only 20 boys in both the sections together. By uniting them a reduction might be made in the number of junior masters without injury to the school. The general discipline and arrangements of the school are good. The accommodation is ample, and there is an adequate supply of maps and other apparatus.

181. *Native Educational Institution, Bangalore.*—Two students passed the F. A. examination, and three matriculated. The inspection report was as follows. The course of study ranges from the alphabet in the lowest class to the subjects appointed for the B. A. degree in the highest. The instruction is carried on by the Revd. J. Hudson, B. A., as Principal,

assisted by a native graduate from Kumbhakónam as mathematical master, and nine subordinate masters, one a European. Of the latter one has passed the F. A. examination, and two others have matriculated.

182. Of the collegiate classes, all of which were tested by means of written questions, it will be seen that a comparatively low average in one branch of study is compensated for by a good average in another. The students of the B. A. class gained 34·3 per cent of the maximum marks given to a paper on *Macbeth*, but 64·5 on the mathematical paper, comprising questions on the application of the binomial theorem in algebra, plane trigonometry and Euclid, Book XI. In the class preparing for the F. A. examination 52·8 per cent was the average obtained on questions on the *Lady of the Lake*, but in mathematics 40 per cent. The matriculation class secured 40·5 per cent on Johnson's "Vanity of Human Wishes" against 62·2 in mathematics. To judge from the style of the answer papers hand-writing appears to receive but scanty attention, and numerous orthographical errors detract from the value of otherwise meritorious performances. The power of expression in English is for the most part weak. The dux of the F. A. class has, I strongly suspect, exercised memory more than invention in his paraphrase, but I have given him the benefit of the doubt. Two students of this class have elected to pass their examination in logic instead of mathematics.

183. Of the junior classes the first passed but an indifferent examination as far as two-thirds of the boys were concerned, and the second was decidedly unsatisfactory. The third, tending to become unwieldy, did better, and those below on the whole fairly.

184. Active personal supervision of the whole school by the Principal is maintained by means of periodical examinations of all the classes in rotation. The results of these examinations are exhibited in each class room, and remain suspended on the wall for continual reference. With the view of enlisting the co-operation of parents and guardians in the discipline of the boys, a card is forwarded to them every month concerning the pupil in whom they are interested, giving particulars of his attendance, conduct, proficiency, payment of fees, &c., during the month, and to ensure its coming under their scrutiny a space is provided in which they are required to add their initials in proof thereof. The

system is probably too elaborate to be appreciated by most native parents at present, but calculated to have a good effect if reciprocal action on their part could be ensured. The fees were considerably raised in May last, and an entrance fee besides, equal in amount to one month's ordinary payment, was instituted for new comers. These measures have not resulted in diminishing the number in attendance. There are 22 poor boys admitted free, and 14 on payment of half the fee. The number of these privileged scholars is limited to about 5 per cent of the whole school in each case.

185. *Wesleyan Mission School, Mysore.*—In the matriculation examination two candidates were successful. The inspection of the school took place in November, an account of which is subjoined. At the head of the school is a class of 3 preparing for the B. A. examination. One of these students, a master in the school, expects to go up in 1871, the other two the following year. The next class is one composed of candidates for matriculation, and below this are 6 other classes. The Revd. Mr. Hutcheon, M. A., teaches the B. A. and matriculation classes, assisted in mathematics by the first student of the B. A. class mentioned above. The six lower classes have each a teacher, two of whom have passed the First in Arts examination.

186. The students of the B. A. class were examined *vivâ voce* on a portion of Bain's Mental and Moral Philosophy. Answers were readily and thoughtfully given by one of them, and another seemed to have studied the subject with some attention, but the third was not equally well prepared in the subject. The matriculation class read the opening lines of Johnson's *Vanity of Human Wishes* fairly, and a proportion analyzed the sentences correctly. The explanation of the text was on the whole poor. It is probable that many would do better in a written examination, but some members of the class must have a very slender hope of matriculating.

187. The first class read badly and did altogether but indifferently well. The inequalities among the boys were considerable, and some of them seemed to have arrived at a stage beyond which no progress could be looked for. The result of the second class examination was very unsatisfactory in almost every subject. The third class contains some sharp boys, but the class as a whole did not shine. The condition of the

remaining classes was fair. The history books are also used as reading books in the first, second and third classes. I am compelled to direct attention to the very careless manner in which the boys, particularly of the first and third classes, have been allowed to put down sums in arithmetic and algebra on their slates. Unless this is checked it is difficult to see how their operations can be made intelligible to any one as they advance to the more intricate problems of algebra.

188. Having just completed the inpection of the Rája's school, I am naturally led to compare the results as regards two such prominent institutions occupying the same locality, and admitting their claim to an equal footing, I have no hesitation in pronouncing it *primus inter pares*, though perhaps the first B. A. student in the Wesleyan school stands by himself as superior to any other in either of them. The scale of fees was raised in June last, and there is now realized an amount of Rs. 106 a month, against Rs. 65 under the former scale. The school further obtains subscriptions from private persons to the extent of Rs. 12 a month.

2. Middle Class.

189. *St. Bartholomew's School, Mysore.*—I paid a visit to St. Bartholomew's school, Mysore, for which the Chaplain, the Revd. Mr. Wynch, has been led to expect a Government grant-in-aid since April last. I found 14 girls and boys in the school, all Europeans and East Indians, under the charge of a mistress. On examination the pupils seemed to have been carefully taught so far as they had gone, the school having been established only in February 1870. The fees yield about Rs. 18 a month. The expenses of mistress Rs. 40, and rent Rs. 15, are met partly from the weekly offertory at the church, but Mr. Wynch has incurred expenditure beyond the means at his disposal in anticipation of receiving the promised grant-in-aid. The school is well furnished and has an excellent set of wall maps.

190. *London Mission Cantonment School, Bangalore.*—At the time of inspection 101 pupils were present. Each class has a master, the head being a native evangelist, who teaches the first class. The second master has matriculated. The studies of the first class are specially designed as a preparation for the Uncovenanted Civil Service Examination, General Test. Hence in mathematics, arithmetic only is taught. In the

second, however, algebra and Euclid are added, as the boys have the option of transfer from this class to the central institution, where they may prepare for matriculation. It seems to me that nothing would be lost by continuing those studies in the first class, even though not required for the U. C. S. The general results of the examination were favorable, and the school seems to be conducted in a creditable manner. The Revd. Mr. Rice examines it once a month. The rate of fees was raised in June.

191. *London Mission School, Alsúr.*—The school is in charge of a native evangelist, with five assistants, and is examined every month by the Rev. Mr. Rice. The results of the examination with some exceptions may be pronounced fair. The discipline of the first class is, I regret to say, not sufficiently strict, and I remarked a want of proper control over the pupils on the part of the head master. The rest of the school, however, seemed to be in tolerably good order. The rate of fees here also was raised in June.

192. *Jághírdar's School, Yelandúru.*—This school is conducted in a room of the Jághírdar's house, and contains 25 students, some of them advanced beyond boyhood. The present master was formerly a student, and subsequently a teacher in the Wesleyan Mission school at Mysore, and has passed the First Examination in Arts. The classification of the school is based upon the system adopted in Government schools, and the pupils are on that principle divided into fourth, fifth and sixth classes. The results of the examination were below my expectation, which I attribute partly to the fact that several students have commenced study somewhat late, and partly to inadequate teaching faculty in the master.

3. Lower Class.

a. Kanarese Schools.

193. *Chetanhálli Branch School, Singápura.*—This school is reported to be poorly attended, and the pupils still beginners owing to the want of effort on the part of the master.

194. *Catholic Schools, Shethalli.*—These schools were unfortunately closed during December for the rice harvest, so that I had not an opportunity of seeing them in operation. The Rev. Mr. Desaint, how-

ever, the well known head of the local Mission, was kind enough to shew me over the premises, and assembled some of the nuns and female students for examination. These read fluently in Kanarese from the *Epitome of the Bible*, and shewed me specimens of their hand-writing in that language. Some Kanarese songs were also sung to native tunes. I understand that in the boys' school there are now 30 pupils, under two teachers, and in the girls' school 50 under two native nuns. There is every reason to believe that the schools are well managed and in as satisfactory a condition as in former years.

195. *Jagannáthachár's School, Seringapatam.*—This school was opened in August 1869, and the teaching is carried on by one master. The man now employed has been in charge seven months. The lessons are those of the Government schools, in the first class Padya Sára, Kathá Saptati, Vágvidháyini, Bhúvivaraná, and arithmetic to simple division. The attainments of the boys are similar to those of the pupils in the hóbli school, perhaps somewhat lower. The schoolroom is dark and confined.

196. *Wesleyan Mission Market Street School, Mysore.*—The instruction in this school is almost entirely in Kanarese; but a few of the more advanced boys are taught to read the first book in English, with the view of admitting them to the English school. The number of boys present at the inspection was 100. There are three masters. The course of study for the first class includes the Old Testament, Catechism, Morris's India, Kathá Sangraha, Vágvidháyini, Rice's Geography and the simple rules of arithmetic. The boys read fairly, and answered with great readiness questions on the history of India. In the multiplication table they were a little backward. The opening pages of Vágvidháyini had been correctly committed to memory.

197. *Wesleyan Mission Pété School, Mysore.*—In connection with this school a Hindustáni class was opened in July last, and 34 boys have joined. The master is a son of Fakrudín, the lamented founder of the Bowring Madrasa. The studies are the Old Testament, grammar, arithmetic and geography, and the boys have been well taught. The Kanarese branch, with two masters, has 50 boys. The course of study corresponds with that in the Market Street school; but in arithmetic the boys were considerably further advanced, one being able to do a rule of three sum.

b. Tamil Schools.

198. *Sadar Véda Siddhánta Sabhá Seminaries, Bangalore.*—The four seminaries contain altogether 275 pupils, with an average daily attendance of 216. The relative strength of each department will be seen from the annexed statement. An abatement must be made in the total of 10 boys, who are accounted for in more than one register, owing to their studying in different languages. 38 boys attend various English schools during a portion of the day, 20 from the Tamil seminary, 9 from the Telugu, 7 from the Kanarese and 2 from the Sanskrit. The teaching staff consists of 8 masters and 2 pupil teachers. It gives me pleasure to state that these seminaries continue to deserve the excellent character they have borne for many years past. Their popularity is attested by the numbers in attendance; and a healthy spirit of emulation is kept alive by the periodical examinations held by members of the Sabha. Translations are enclosed of the papers given at the annual examination this year on arithmetic and Indian history, which will serve as guides to the character of the examinations generally. The language papers are described as difficult.

Tamil	...	130
Telugu	...	119
Kanarese	...	21
Sanskrit	...	5

199. The managers have formed a project for the erection of new premises at an estimated cost of Rs. 6000. This step has been rendered necessary by the state of the buildings hitherto in use. One of the two has been abandoned as unsafe, a portion having fallen in during the late rains. For the construction of the new school house Rs. 2,500 have been privately collected, and a piece of ground secured at the back of the present buildings. There is some probability of the Rs. 1000 also being recovered, which in my report for 1868 was stated to have been lost to the school by the bankruptcy of a trustee. It is the wish of the managers to carry out the design independently of foreign aid, but should they find it necessary to apply to Government, I desire to recommend the case very strongly for favorable consideration.

200. *Wesleyan Mission Shúlé School, Bangalore.*—This school, in the middle of the native village of Shúlé, is attended by the sons of domestic servants, and has been established 30 years. Instruction used to be given only in Tamil, but three months ago English was introduced. The number of boys is 45, under the charge of one master.

The school is visited every week by an inspecting schoolmaster, and is examined collectively with other schools in the old Wesleyan Mission chapel every month. The course of study consists of Bible stories, catechism, grammar, arithmetic and geography, the books published by the Christian Vernacular Education Society being used. Boys learning English pay a monthly fee of from 2 to 4 annas, and buy their books at full price, those learning Tamil pay from ¼ to 1 anna, and get books at half price.

201. *Wesleyan Mission New Market School, Bangalore.*—This school is in the Railway Street, near the New Market, has been open 4 years, and contains 53 boys, under three teachers. The studies are similar to those of the Shúlé school, and the same arrangements are made for supervision. Fees are levied in the English classes at the rate of 2 to 4 annas, and in the Tamil at the rate of 2 annas.

202. Both the above schools are in good order, and being regularly examined by Mr. Scott, inspecting schoolmaster, (salary Rs. 100) who is well acquainted with Tamil, are in a fair way of improvement. The instruction is necessarily confined to rudiments, but is sufficient for children of the class who attend. The New Market school I should consider the most promising. The Shúlé school house being put to other purposes of the Mission besides juvenile instruction, presents the unusual spectacle of large coffin suspended from the roof. This is not an agreeable sight in a schoolroom, however salutary the lessons it may serve to convey.

203. *St. Joseph's Catholic Schools, Mysore.*—The schools consist of English, Kanarese and Tamil branches for boys, and English and Tamil branches for girls. The registered numbers in each division are given in the margin, as well as the numbers present at the time of inspection, from which it will be seen that one-third of the pupils were absentees, which was not very clearly accounted for. The non-attendance was principally among the boys, there being only 93 in school out of 172. In the fifth class, English, only one boy was present out of 14. The teachers are, for the boys, three brothers of St. Joseph, who receive Rs. 60 a month between them, one European for the English

Boys' English	34	present	13
„ Kan.	29	„	15
„ Tam.	109	„	65
Girls' English	5	„	4
„ Tam.	77	„	64
	254		161

department and two natives for the Tamil. Besides these there is a Kanarese munshi on Rs. 7 for instruction in that language. The girls are taught in the Tamil branch by two native nuns, and in the English by a *postulante* who is paid Rs. 10 a month.

204. In the English and Kanarese boys' schools, held in the same room, there was a good deal of irregularity, and the Kanarese master was very uncertain as to who were his pupils and who were not. The first class in English, consisting of two big boys, did fairly. The second class no longer exists, the 9 boys who composed it having, I was informed, all withdrawn lately on receiving various employments. The Tamil division appears to be better conducted than the other two, but the evidence of effective oversight of the school is not so decided as could be wished. The girls are nearly all beginners, except the five learning English, who have made some advance in reading and spelling.

205. The priest in charge of the mission has lately been raising subscriptions among the European residents of Mysore for the support of the schools, and obtains from Rs. 30 to 40 a month. One European boy pays a fee of R 1 and his sister the same. I remarked on the total absence of payment by the other pupils and was directed to the signs of poverty among them. Some of them were indeed almost destitute even of clothing, but others were dressed up for the occasion and evidently not in extreme indigence. Most of them are children of menial servants, and some of this class, such as butlers, could well afford to give something. I believe that the priest formerly here did levy a small amount, the obligation to do so under the grant-in-aid rules being pointed out to him.

206. Since my inspection I have received a note on the subject from which I give an extract below. No proceeding could have been more injudicious than that which is described by the priest, and I informed him that a lower rate should be fixed, say of one anna, and timely notice given that fees would be imposed, if any measure of success is hoped for.

Extract.

According to your repeated hint about fees, I let know this morning in the school rooms that every boy learning English should pay four annas and every other two annas, and sent them home to bring the

money, telling them that they should no more be received unless they pay the fee. Three of them brought one anna each, some few came with nothing, and the greater part of them kept away, gladly I dare say, and will do so I am sure, till I fetch them in again.

That is just what I expected from such poor and ignorant people.

(Signed) J. RAPPARD,
Catholic Priest.

c. Sanskrit Schools.

207. There are five receiving aid from Government, but numerous applications await disposal. Some of the schools are of old standing. Many however have sprung up recently, on the death of His Highness the late Mahárája, who, in accordance with the practice of Hindu Courts, maintained a considerable number of pandits in connection with the Mysore Darbár. With the decease of their patron their occupation being gone, many of these men have returned to settle in their native towns and employ themselves in giving lessons in Sanskrit. Possessed of a reputation for learning and tokens of royal favor, it is no wonder that they are largely resorted to, and equally natural that they should turn their eyes to the Department of Public Instruction for recognition and support.

208. *Chikka Ballápura.*—On proceeding to the school I found the students crammed into a small building, with no opening but a low door, and incapable of properly accommodating more than a quarter the number. The crowd of visitors besides, attracted by the occasion, rendered the atmosphere perfectly insupportable, and the dim twilight of the apartment was obstructed by a further assembly at the door. I was therefore forced to beat a hasty retreat, and appointed the Government school as the place of gathering. Here a very large number of spectators assembled, and many shástrís of repute in the place were present. Two of these, Srínivásáshástri and Subbáshástri, questioned the students in Sanskrit.

209. The first class had only two pupils present, and those not the principal ones. They, however, sustained the honor of the school. In Vishva Gunádarsha, Champu-Rámáyana. Gangalahari, Bhágavata and Bhárata Champu, they appeared quite at home, analysing and

construing the verses and explaining them in Telugu, to which they are accustomed, or as far as they could command, in Kanarese. The introductory Sútras of Pánini were also quoted and discussed. A question in Tarka was proposed and arguments in its support recounted, but the opponent who should have responded was one of the absentees.

210. The second class study Mágha, Naishadha, Tarka Sangraha and Alankára. In all these they answered readily the queries put to them, and when plied by the head master of the English school with questions derived from the English rules of logic, were not much at a loss in furnishing illustrations of the use of the terms. The third class read Kumára Sambhava and Raghuvamsha, and the fourth, Amarakósha with commentary. Both these classes did well, and not a single individual was willing to lose the opportunity of displaying his acquirements.

211. The company were entertained at the conclusion of the examination with a discussion in Sanskrit on female education, according to the Tarka rules, between Srínivásashástri and Tátáchári. The debate was maintained with the utmost animation, and the latter disputant especially seemed to overbear all opposition with a volubility that was truly surprising. The interesting proceedings were not brought to a close until darkness set in.

212. The school is on the whole very satisfactorily conducted. Fees are levied on a majority of the students at the rate of one anna each a month. The poorest are admitted free. The Dévanágari character is understood by some, but for want of books in that character the instruction in it is limited to Gangalahari, the only work in use so printed. A request is made that books may be procured for the managers from Benares or some other quarter. The Sanskrit books now studied are in Telugu characters. An objection urged against copying out in Dévanágari letters is that they cannot be formed with the *stylus* on the palmyra leaves.

213. *Chintámani.*—Though a small school, the instruction is of a very satisfactory character. There are 18 students, of whom one, the master's son and an active assistant to him, studies Nátaka, and is now going through Murári, one Bhárata Champu, one Bhartru Hari, three Mágha, two Bháravi, six Raghuvamsha, two Kumára Sambhava, two Kálámrita. For references in grammar the Kumára Vyákarana is used.

The school is now conducted in a mantapa belonging to the large temple.

214. *Mágadi.*—This school contained at the time of my visit 26 students, of whom 24 were present. The instruction is given by three shástris : Venkatádrishástri, the head of the school, teaches the Champu-grantha and Alankára; Nanjundashástri, a learned man who has spent several years in study at Benares, teaches Vyákarana and Tarka ; Ranga-shástri teaches the Naishadha and Kávya generally. The students are divided, as is usual with institutions of this kind, into groups, each going through some particular book. In the margin I give the present divisions, beginning with the lowest. I was very pleased to observe evident signs of careful teaching in all the classes, but more especially in the higher. The two students of Alankára were examined in Vritta Ratnákara, one being questioned in the Indra Vajra Vritta and the other on the Manda Kránta Vritta. Bhartru Hari and the Pancha Kávya were also read and translated, &c, in their respective classes. The second division of the Kumára Sambhava class was the only one that shewed any hesitation in answering the questions put to it.

Amara	3
Kumára Sambhavá	10
Raghuvamsha	2
Mágha	4
Naishadha	3
Bhartru Hari	1
Champu Rámayana	1
Alankára	2

215. The students in the school are most of them natives of other parts of Mysore attracted to Mágadi by the liberality of Karníka Tippaiya who, from charitable motives, supplies them with food, and also extends an unbounded hospitality to all strangers. The school premises being very confined and moreover of uncertain tenure, Venkatádrishástri has been permitted to occupy the unused portion of the old talook cutcherry.

261. *Mélkóté.*—This school consists of two departments, one for girls and one for boys. The latter contains, according to the register, 65 pupils. Three students forming the upper section of the first class, are the only ones studying Sanskrit exclusively, the rest of the scholars receive a mixed Sanskrit and Kanarese education. Of the three youths learning only Sanskrit, one has studied the Jánaki Parinayá, and the other two Bhartru Hari, and all three the rules of grammar as contained in Siddhánta Kaumudi. The head master had written out some examination questions which were answered by the students *vivâ voce* at considerable length and with great readiness. A private written examin-

nation had been held the week before by Párthasáradaiengar, a Vakíl of the Madras High Court. The second section of the first class did some simple sums in vulgar fractions and the rule of three. The master has prepared a work in Sanskrit nominally on geography, but which is intended to teach, by means of the illustrations used, arithmetic, geography and history all together. The verses in this book are committed to memory and explained.

217. The day of my visit happened to be Dwádasi, which prevented my having a very prolonged examination. From what I saw, however, it is plain that the school is not what it used to be either in numbers or in the character and attainments of the pupils. A demand seems to have sprung up for a more practical education than the Vaidíka Brahmans of a few years ago were desirous of receiving, and many of the pupils now take service as school masters in the Educational Department. This institution claims to have supplied no less than nine hóbli masters in the Hassan District, besides certain talook and training masters in various parts. The ability of the teachers is undoubted; but of the two brothers at the head, one or other is frequently compelled to be travelling in quest of hard-won subscriptions for the support of the school, while the other teaches Sanskrit in his own house to the few advanced pupils, the mixed Sanskrit and Kanarese instruction being carried on by the two assistant masters, one of whom also has charge of the girls. The preservation of order is consequently imperfect, and better arrangements should be made for the discipline of the school. It is desired to open classes for Súdrás, which will necessitate the occupation of a further portion of the temple verandah granted by Government for the school, and the appointment of additional masters; but for the expenditure involved there are no funds. I am of opinion that a greater concentration of the teaching power upon the existing institution is rather called for.

218. It is interesting to mention in connection with the Mélkóté school that a society for promoting Sanskrit literature, called the Yadugiri Védánta Vardini Sabhé, has been organized through the influence of Párthasáradaiengar before mentioned. The Sanskrit works in the temple and private collections are to be transcribed by the students of the school to form a library, the expenses of the society to be met

from the proceeds of a fund raised for the purpose by an expedient copied from our well known money boxes. A *Kalaśá* is placed in each house, and in it are deposited contributions in money or kind, either periodically or on occasions of feasts or important ceremonies in the family. These vessels will be opened after a time, and the contents used for the benefit of the society. The presidents and fellows of this literary association are the most learned and prominent members of the Shrívaishnava priesthood and community. Correspondence on the subjects of the Sabhé is to be carried on with a similar institution in Madras.

219. *Seringapatam.*—This school founded by Pandit Jagannáthá-chári, is provided with three masters, two of whom, Krishna Shástri and Srínivásaiengar, conduct the classes for the study of Sáhitya or the poets; the third, Narasimha Múrtyáchár, is the professor of Vyákarana or grammar. The students are divided into groups rather than classes, each individual having separate instruction in a different book, or different part of the same book. The number studying in each section is given in the margin, from which it will be seen that the school contains 35 pupils. They are of all ages from 12 to 30. Five students of the Pancha Kávya class read slókás, and went through the usual accompanying exercises, three in Raghuvamsha, one in Mágha, and one in Naishadha. Three students of Champu Grantha read and translated, &c., one from Nílakanta Champu, one from Bhárata Champu, and one from Bhágavata Champu. The single Nátaka student present gave some readings from Kálidása's Sákuntala, and he and one of the Kávya (Naishadha) students engaged in a discussion according to the rules of Tarka, in which they had received some instruction from Krishna Shástri. Three students of Vyákarana replied satisfactorily to questions and problems proposed by their learned teacher from the Siddhánta Kaumudi, on Shabdádhikára and Sandhi.

	No.
Kávya	15
Champu	7
Nátaka	2
Vyákarana	11
	35

220. I consider that the school is creditably conducted, and so far as the limited range of study permits is doing a good work of instruction. I am of opinion, however, that the system of class teaching would economize the time of the masters and be attended with many

advantages. The premises, in a small house of two stories, are not suitable for the school, but I believe a fund is being raised for the erection of a proper building.

221. *Muttúru.*—This school, situated in a populous Agrahára, is carried on with great ability and method by a young man named Narahari Shástri. In the first class two students read Tarka as far as Gadádhari, Sámányanirukti, and the plays of Sákuntala and Prabódha Chandródaya, the other three Pratápa Rudríya. In the second class two are going through the Bhárata Champu, two the Rámáyana Champu, (of whom one is also learning Nílakantíya in Tarka Shástra) and the fifth Muktávali. The studies of the third class are for two Naishadha, for two others Mágha, and for the remaining two Mágha and Bháravi. In the fourth class 15 study Raghuvamsha, two Kumára Sambhava and five Amara, one boy in the second class learns Vasu Charitra in Telugu, and one in the fourth Kathá Saptati in Kanarese. The results of the examination in the various classes were good, and the institution is a very promising one.

222. *Malúru.* This school is held in a temple, which it would be profanity for a European to enter. The students were therefore assembled for inspection in a large mantapam. The number present was 20, out of 21, all reading the Raghuvamsha, except two who were learning the Naishadha. This is apparently as far as the two masters in charge are prepared at present to give instruction; but with the view of qualifying themselves for directing higher studies they in their turn become students from 3 to 7 every day, and along with the hóbli school master and another young man study under a competent private tutor the Champu Rámáyana, Gurubála Prabódhika, Vishvagunádarasha and Tarka Sangraha Dípiké. The school hours profess to be from 12 to 8, which gives 5 of the boys an opportunity of attending the Chennapatna English school in the morning. The instruction is as yet but slightly advanced beyond the preparatory stage, but the school has within it the elements of improvement.

223. *Mandya.*—This school was assembled for inspection in the verandah of Púrnaiya's Chatram. Of 15 pupils belonging to it 10 were present. The second class book is the Rámáyana Sangraha, in the

third class Raghuvamsha is studied, in the fourth Mágha, and in the fifth Naishadha. The two last seemed to have been well taught; but the lessons of the second and third classes were imperfectly done. The present head of the school is Singaraiengar, a teacher invited from Mélkóté to take charge about four months ago; Apláchári, the original master, having left for Madras in February last, and no further tidings having been received about him.

d. Persian and Hindustáni Schools.

224. The Mahomedan Sub-Deputy Inspector of Hindustáni schools, Khája Mahomed, is charged with the examination of these schools; but the majority have also been visited by myself while on circuit. From one school, the Madrasa Mufid ul Anam in Bangalore, it was found necessary to withdraw the grant. Of the large Bangalore schools, the Madrasa Kudusia appears this year to take the lead. Madrasa Sultáni is strong in Arabic, and Madrasa Muhammadia in Persian. The last named institution however has the prospect of losing its learned and able head master. The Pesh Imám, who is the chief manager of the Madrasa Kudusia, is taking steps to introduce a novelty in providing a playground and games for the boys.

225. Bangalore District: *Madrasa Islamia, Bangalore.*—This school has suffered from the absence of the head master, who has been on leave for a considerable time. He has just returned, and will be able to restore the school to its normal condition. A monthly examination is held by members of the managing committee with the view of improving the junior classes, which were found at the inspection to be very backward.

226. *Madrasa Kudusia, Bangalore.*—Since the return of the Pesh Imam from Mecca this school has been managed with ability and success. His voyage has awakened an interest in the study of geography, and in this subject and arithmetic, both of which are generally very defectively taught in Hindustáni schools, this institution is foremost. At the same time it is not behindhand in the usual Persian exercises. The head master is a clever and intelligent man.

227. *Madrasa Muhammadia, Bangalore.*—This school has been steadily conducted, but has not made much progress during the year.

The learned head master has gone to Hyderabad, and may possibly not return. The future of the school is therefore uncertain. The Bár Bakshi, who is the Nazim, is as anxious as ever to maintain its reputation, and will endeavour to procure a suitable head for it. The English instruction is still given, as for the past two or three years; but the Sub-Deputy Inspector is of opinion, in which I quite agree, that the studies are of no value, and had better be given up, the boys if necessary being allowed to attend one of the many English schools close at hand, for a short time in the morning.

228. *Madrasa Sultani, Bangalore.*—A well managed school, making evident progress from year to year. One student who had paid much attention to Arabic has obtained public employment in the Nizam's dominions. In arithmetic and geography the instruction is rather backward, but the language studies are very satisfactory. The walls of the school room are decorated with excellent specimens of Persian and Arabic caligraphy, the work of the pupils.

229. *Madrasa Mufid ul Anam.*—This school had been shamefully neglected for some time past, and no remonstrance on the subject seemed effectual. The grant was therefore withdrawn, and I see no reason for ever renewing it, as the neighbourhood is sufficiently well supplied with Hindustáni schools.

230. *Commissariat School, Bangalore.*—The peculiarities of this school have been described in former reports. The camel drivers for whose sons it is intended require but a modicum of learning for their boys. They are besides a migratory class, and when ordered off to Hyderabad, Hunasúru or other Commissariat depôts, take their families with them. The school, allowing for these circumstances, is doing as well as can be expected.

231. *Closepété.*—I found 18 boys present out of an alleged total of 38. The venerable master, whose father was a Munshi to the Duke of Wellington when in his earlier career, as Colonel Wellesley, he was Governor of Seringapatam, is a good teacher, but becoming too aged for the work of controlling boys. He is impoverishing himself to obtain a good education for his son at the Hindustáni normal school in Bangalore with the view of providing himself a successor. The most

satisfactory arrangement would be to take over the school as a branch of the Government school at Closepété, appointing this young man to the charge when he has passed his examination.

232. *Chennapatna, Madrasa Muhammadia.*—With the view of obtaining a renewal of the suspended grant-in-aid I was invited to inspect this school. It contains 67 pupils according to the list, of whom 52 were present, a large majority are beginners. The first class read and translated from Gulistan, and answered questions from Chehal Sabakh and Tarikh i Hind. In arithmetic the two most advanced boys professed to know something of fractions, but their knowledge was very imperfect. One of the students in this class is a Hindu, the first boy in the Government English school. From him some assistance is derived in teaching arithmetic. The second and third classes were reading various parts of the Talim-Námah. The school was assembled in the masjid, the proper premises being under repair. The management and teaching staff are unaltered. One of the junior masters is supported at the Hindustáni normal school, Bangalore. The foundation fund amounts to Rs. 2,900, which produces an income of about Rs. 400 a year. The school therefore is not in difficult circumstances.

233. *Dodda Balláipura.*—The school is well attended, and has made greater progress this year than before. The highest class is doing the lessons appointed for the third grade in Government schools.

234. *Tyámagondlu.*—The Sub-Deputy Inspector describes the state of this school as highly satisfactory. There has been marked inprovement during the year.

235. Kolar District. *Chintámani, Madrasa Islamia.*—This school has considerably improved since the master put himself under training in the Hindustáni normal school at Bangalore. The pupils number 33, including 3 girls. The lessons were very fairly done, and the school is well managed.

236. *Echinpalli Madrasa Ibrahmia.*—The school is held in wretched premises. A slight improvement is perceptible this year in the management. The highest class is a fourth.

237. *Rónúru.*—Attended by sons of Sillédars in the Mysore Horse. The boys generally leave school and enter Government employ as soon

as they can read and write well. The highest class is a third. The master is reported to be an intelligent man and attentive to his work.

238. *Srínivásapura.*—The master of this school is undoubtedly a clever man, and possesses, I believe, a greater knowledge of Arabic than is common in the south of India. Many circumstances connected with his school, however, I cannot but regard as open to suspicion. At the time of my visit there were 42 boys present. One or two boys only in each class answered readily and well, and the pupils altogether seemed to be under very indifferent control. I think the school requires to be carefully watched in order to insure efficient management.

239. Mysore District. *Gumbaz Madrasa, Seringapatam.*—This school is conducted in the great mosque at Seringapatam, and is provided with two masters, supported from Tippu Sultan's endowment continued by the British Government. The original object of the school appears to have been the instruction of the sons of employés attached to the mosque, and to the mausoleum of Hyder, whose offices are hereditary. With no higher aim therefore, the students have generally been taught what would suffice to enable them to carry on the appointed religious services. Since the school, however, was placed under the inspection of the Educational Department, some additions have been made to the lessons; but only language subjects are studied, no arithmetic or geography, and the pupils though nominally divided into three classes are taught individually. Of the 17 belonging to the school 14 were present. Gulistan, Zalikha and Inshasibian were the books read in the first class, Sirat ul Islam, Talim Nama and Amadan in the second, Koran and the alphabets in the third.

240. The teachers live at Ganjám, which is some distance from Seringapatam, and hence there is reason to believe the school is not very regularly conducted, nor for more than a short time in the day. The number of pupils is too small to require the services of two masters, and is not likely to be increased in Seringapatam even by opening the school to outsiders. In Ganjám, however, there is a considerable Musalmán population, and no Hindustáni school. By forming a branch school there, under one of these masters, much good might be done. Nor need

this, I imagine, be considered an infringement of the terms of the endowment, which now equally embraces the establishment of the Gumbaz at Ganjám and of the mosque at Seringapatam.

241. Of the two teachers, the first is a young and clever man, named Seiad Sháh Murtaja Khádri, the other very aged, named Gulám Rasúl, well read in his youth, but now too greatly enfeebled for the work of school teaching. With the concurrence of the Nazim of the Gumbaz, under whose control all the establishments are placed, an enlightened man, and anxious to see the educational arrangements improved, I have to propose that the Civil Pension Paymaster at Mysore be moved to direct the following changes ; (1) The opening of a branch school at Ganjám, in the unused Government chávadi opposite the old jail, under the charge of the first master above mentioned; (2) The exchange of the second master with a Mutvalli on the establishment, named Abdul Mejid, who receives about the same pay, and the continuance of the school at the mosque under the latter ; (3) The admission of all Mahomedan boys willing to attend, and the adoption of the Government course of Hindustáni studies in both schools.

242. *French Rocks, Madrasa Muhammadia.*—This school is in a very satisfactory condition, and for two years past the pupils have been making considerable progress. The head master is assisted by his son, who has received an English education in Mysore and Hassan, and is consequently well acquainted with arithmetic and geography, the subjects most defectively taught in Hindustáni schools.

243. *Hunasúru Madarasa Sultani.*—A good school, and well managed. The master is an intelligent and painstaking man. The upper boys have a fair acquaintance with Persian and arithmetic.

244. Hassan District. *Hasan ul Madrasa, Hassan.*—The grant-in-aid of this school was suspended in January 1870, owing to deficiencies in the instruction. At the time of my visit here was a very large assemblage of the Musalmáns of the place, including many influential men. The Nazim rode in 19 miles from his coffee estate on purpose to be present, and there was every indication of the interest felt in the result of the examination.

245. The number of students was 56. Some of them attend the Government English school. Much confusion prevailed about the register books and other records of the school, which could not be produced. The lessons brought up for examination were, however, fairly done, *viz.*, in the senior class, Gulistan, translating from Persian to Hindustáni, and simple proportion in arithmetic. The first class answered well in Persian grammar. The second professed a knowledge of the geography of India, but the use of the map was not familiar to them. Two Brahman boys, students of the Government English school, form one section, and they read and translated from the Talim Nama very correctly.

246. The Nazim is an enlightened energetic man and understands well what the school should be, but his absence during the coffee picking season has been detrimental to it. I advised him to appoint the Jamadár of the local regiment, who was present and took an active part in the examination, to officiate for him while away. The head master is a thoroughly clever man, but inclined to be imperious and not sufficiently under control. There are besides, two assistant masters. It seems to me that strong efforts have been made to improve the school, and as a still prolonged withdrawal of the Government aid must hinder its successful operation, if it does not jeopardize its existence, I think a conditional renewal of the grant is advisable.

247. In connection with this school I may mention another instance, beyond those that have frequently been brought to notice, of the defective working of the Central Book Depôt. Though excellent Urdu wall maps have been obtained from the Punjab for sale, their very existence is unknown to most of the Hindustáni schools. So anxious, however, was the Nazim here to supply the want, that he has actually procured at some expense a beautiful atlas in the Turkish tongue from Egypt, for the help of the advanced students.

4. Girls' Schools.

248. *Bishop Cotton School, Bangalore.*—The number of pupils is 45, of whom 17 are boarders. Four classes have been formed, of which the first two are taught by Mrs. Smith, the lady at the head of the school, who also instructs in music. The other classes have each a mistress. A native attends to give lessons in drawing. The school

hours are from 10 to 3, five days of the week, the time from 1 to 3 being devoted to needle work. In the first class Lord's Modern Europe has been used both as a reading book and a text book for history, and the young ladies seem to have gone through the portion studied with attention. Hughes' Physical Geography presents perhaps too many difficulties to be understood without the aid of diagrams. The knowledge of arithmetic was very imperfect. It is desirable that so important a study should receive more attention. Mr. Wallace, head master of the Engineering school, has, I believe, occasionally given a few lessons to the class; but regular and methodical instruction is needed, and from the evident desire which exists to master the subject, such instruction would be appreciated. The mode of examination usual in this class is not what is generally adopted in schools. The mistress writes out questions *with answers*, which are copied by all the girls. It is suggested that questions only should be given, the pupils being required themselves to furnish answers. The second class pointed out places with great readiness on the map of Europe and did simple sums. The third class read and answered questions satisfactorily from Little Arthur's History of England. The fourth class were also well prepared in their elementary lessons.

249. The general tone of the school is decidedly good, and a pleasing air of comfort and of being at home pervades the place, which shew the exercise of thoughtful care on the part of the head mistress. But the education might with advantage be of a higher standard and more liberal. The premises are very commodious and airy.

250. *London Mission Boarding School, Bangalore.*—Contains 26 boarders and 4 day scholars. Lessons in English are given from $7\frac{1}{2}$ to 10 every morning, needle work occupies three hours from 11 to 2, and Kanarese studies from 3 to 5. There is a separate classification of the girls for English and Kanarese, two teachers being employed for instruction in each language. The whole is superintended by Mrs. Rice and Miss Muller. A matron has charge of the boarding establishment, and teaches the girls cooking, washing, &c., every thing of that kind being done on the premises by themselves. Writing to dictation in English was very incorrect, in other respects the girls did well on the whole, both in English and Kanarese. I was favored at the close

with a specimen of their choral singing. All about the premises was clean and orderly, and the inmates, most of them entire or partial orphans, looked tidy and cheerful, and are evidently well cared for.

a. Kanarese Schools.

251. *London Mission Day Schools, Bangalore.*—There are eight schools comprised under this head, situated at the places given in the margin. The attendance of pupils amounts to 679. The numbers were greatly reduced some months ago in consequence of the baptism of one of the girls. They have since, however, risen as high as ever, though the elder and most advanced pupils have not returned. The school at Yelahanka was closed for some months, to allow of a change of masters. It is now again in operation. At Anekallu the teacher fell a victim to cholera, and the school was broken up for the time; but arrangements have since been made for carrying it on as before.

Bangalore
Kurubara Pété
Cubbon „
Hosa „
Aralé „
Yelagaudanahalli
Anekallu
Kolár
Yelahanka

252. In the Training Home conducted by the lady who superintends all the above schools, there are four little girls, whom it is intended to prepare for the work of female instruction. The state of the schools generally may be described as very encouraging and creditable to the managers. A native catechist has been appointed as an assistant in teaching and visiting the various branches, which it is intended should be inspected by him once in every two or three months.

253. *Wesleyan Mission Day Schools, Mysore.*—The number of schools is two, situated in the quarters of the city noted in the margin. The attendance was stated to have been affected by sickness, and the removal of elder girls. Srírámpété school is held in the upper story of a rented building, and is provided with two male teachers. At the examination 49 girls were present. The first class of 7 have done 3½ chapters of Morris's History of India: portions of Campbell's Grammar and Rice's Geography, and as far as addition in arithmetic. About 15 girls can read sentences, the rest are engaged on the alphabet and simple words. The Mandya street school is also held in a rented build-

Srírámpété,
Mandya street.

ing, and has two masters. The course of study is similar to that followed in the first mentioned school; but the girls, of whom 46 were present, are not advanced quite so far. Negotiations are on foot for the purchase of suitable commodious premises for the girls' schools.

254. *Wesleyan Mission Siddikatté School, Bangalore.*—There were 28 girls present, most of them belonging to respectable Brahman families, living in the immediate neighbourhood. The school is divided into 3 classes under two male teachers (Brahmans). The rudiments of reading, writing, arithmetic and geography are taught. The first class being examined in the third book (Mission series), writing to dictation, the multiplication table, and the map of Asia, I found their knowledge the minimum that could be acquired during the time they have been under instruction. Looking to the well-to-do position and apparent intelligence of the girls and the fact that the school is meant to be select, I am of opinion that fees should certainly be demanded, and of more than nominal amount, and that superior means of instruction should be provided.

255. *Sanmárga Darshani Bálikâ Pátashálé, Seringapatam.*—There were 23 girls present in this school, all Brahmanis. Eight of the most advanced pupils have been lately removed, two or three on attaining the age for marriage, and others on the transfer of the Amildar and other talook officials, to whose families they belonged. The examination at the time of my visit was therefore little more than nominal. Three girls were brought forward as able to read in the first book; but the most advanced was so extremely bashful that no persuasion could induce her to make a public display of her accomplishments. After a time, however, she was prevailed upon to read a few sentences, and write some figures on a slate from a position of concealment behind the door. The school was held in the enclosed verandah of a house in the Brahman street, with a small room attached for keeping books &c. in.

256. *Mélkóté Hindú Girls' School.*—Opened in August; contains 20 promising pupils, of whom the two most advanced read with ease, and explained the meaning of lessons in the first book. They also wrote to dictation, and know the multiplication table. The masters, who find that the girls learn quicker than the boys, appear to have encountered a good deal of opposition in establishing this branch; but the prejudices

against female instruction are fast wearing away, and receive no countenance as a rule from educated men.

b. Tamil Schools.

257. The *Catholic Schools* at *Mysore* and *Shethalli* have been already noticed along with the boys' schools at those places.

258. *Wesleyan Mission Mutucheri School, Bangalore.*—This was formerly a boys' school; but the boys were transferred to the New Market school, and a class for girls opened in June last under the direction of Mrs. Fentiman. There are now 27 girls, all learning Tamil, and examined weekly by the inspecting school master. One male teacher is employed on Rs. 8 a month, and a serving woman on Rs. 3. No fees are paid, and books are provided gratis.

c. Hindustáni Schools.

259. *Mahomedan Female Educational Institution, Bangalore.*—This school continues to be well attended, and the progress is not unsatisfactory. The girls read very well indeed, put down figures, and know a little grammar. Writing is not taught, as the possession of such an accomplishment would be regarded as dangerous. Some of the elder girls who had learnt embroidery have lately left. The funds derived from private sources are very precarious, and there is reason to suspect that the main expenditure is met from the grant. About 20 poor girls receive a meal a day.

260. *Madrasa Mufid un Nisván, Bangalore.*—This school appears to be going on fairly, though the register and account books are very confused. The girls knew what they professed to have learnt, and some could read accurately and with great fluency. Needle work and embroidery receive particular attention. No writing is taught.

261. *Zenáni Madrasa, Tárámandalapété.*—This school is conducted by Amir un Nissa Begam, a clever young woman of good family and well educated. She supports her blind father and his family by earnings of her school opened two years ago, on the household coming from Mysore. The Sub-Deputy Inspector visited it, and found 26 girls present, 20 of whom were examined openly, and the remaining 6 elder ones with the intervention of a parda. He expresses himself as very pleased with

the school, and anticipates good results from its being placed under Government inspection.

III. BOOK DEPARTMENT.

262. *Central Book Depôt.*—The work of the depôt has been increasing from year to year, but no addition has been made to the establishment. From this cause and from a want of methodical arrangements the demands of school masters were not supplied with regularity, and frequent complaints arose. An improved mode of indenting for books, which I suggested some months ago, has been adopted, and the labor and correspondence of the Curator thereby materially lessened. Still the depôt is too short handed to work smoothly. But apart from this the transmission of books is subject to frequent delay and interruption for want of coolies or other means of transport. I recommended two or three years ago the permanent employment of a small staff of porters for conveying parcels at stated periods along appointed routes, so that all the schools might obtain regular supplies, and I still think that plan would be both economical and satisfactory.

263. *School Books.*—My attention has been particularly directed to supplying the want of elementary Kanarese school books, and proceeding on the principle described at the commencement of the report, (paragraph 16) I have superintended the preparation by the Kanarese Translator, Ramaswámi Shástri, of the following series : Padya Sára (poetical reader), Kathá Saptati, (prose reader), Vágvidháyini (grammar), and Bhúvivarané (geography). The best proof of the success of these books will be found in the demand for them, of which the following facts are confirmatory. The first edition of Padya Sára, 10,000 copies, is exhausted, and a second called for: of Vágvidháyini a second edition of 10,000 copies has just been published : of Bhúvivarané the 5000 copies issued are all gone, and a reprint is required. It may be mentioned as an encouraging fact that the Padya Sára has called forth a native commentary, Padya Sárá Prakáshiké, in size and price as four to one of the original text.

264. I have now in the press Anka Ganita (arithmetic) and Amara Kósha, the well known Sanskrit thesaurus of words, which is so popular in native schools.

265. *Maps.*—The map of the World in Kanarese having been completed, arrangements have been made for engraving one of India on a large scale; but for want of the skilled labor required, the work proceeds slowly.

IV. BUILDING OPERATIONS.

266. School houses according to the second class standard design have been erected at Yelahanka and Srínivâspura, and new wings have been added to the Hassan and Kolár District school premises.

267. The school compounds at Bélúru, Arakalagúdu, Dodda Ballápura and Sarjápura have been suitably enclosed.

268. For the construction of hóbli school buildings the village people frequently complain of their inability to procure timber. This difficulty, it is hoped, will be partially removed by the recent order of the Supreme Government (No. 75 F., Public Works Department, Revenue—Forests, dated 10th February 1871) that the ryots of poor districts may be supplied for the purpose with timber from the Government forests at half the duty rates. In several cases, however, the people are unwilling to contribute for the work until some responsible person undertakes the superintendence. The Amildars have generally taken steps to give the villagers confidence, but their directions are too often thwarted by subordinate officials on the spot.

CONCLUDING REMARKS.

269. *Complement of Schools.*—From the particulars given under the heads of Talook and Hóbli Schools, it will be seen that the sanctioned complement of one school for each talook and one for each hóbli is all but filled up. It is therefore well to inquire in what direction a further extension is desirable, and what means are at disposal for the purpose.

270. *Desideratum for English Students.*—It is likely that enough schools exist for the minority of the population who are in a position to pay for and profit by an English education. I am of opinion, however, that a boarding establishment is needed for native students from outstations. An Amildar, though ignorant of the language himself, often wishes to have his children taught English, and for want of connections at head quarters to whose care they can be entrusted while attending

school, is forced to engage a private tutor,—a part generally played by a man whose qualifications bear an inverse ratio to his assurance. Other officials in the talook are led to send their boys to the Amildar's school and to share in the expense of the master, who receives about Rs. 25 a month, and holds a privileged position in virtue of his employer's authority. Such arrangements are detrimental to the Government schools, and moreover do not answer the end for which they are made. Were only the means of residence provided at the capital, the best and highest instruction would gladly be availed of. I do not advocate its being done by Government, though much might be urged in favor of that course. But it is perhaps not too sanguine to expect that some wealthy native, or body of natives, may, in emulation of their brethren in Bombay, be willing to build and endow a chatram for the exclusive use of students in the High School, than which few more charitable or meritorious works could be performed.

271. *Prevailing Vernaculars.*—In considering the claims of vernacular instruction it is well to bear in mind that the bulk of the population is Kanarese, that about 5 per cent of the inhabitants are Mahomedans, speaking Hindustáni, and that Telugu is the prevalent language in the north east of the Kolár District, and among certain trading classes, as the Kómatís and Telugu Banajigas. Tamil is used in conversation among the Shrí Vaishnava Brahmans; but they do not, as a rule, either read or write it, and this language is chiefly confined to the Cantonment of Bangalore. Mahratti is employed for domestic purposes by the Uttaráji branch of Mádhva Brahmans.

272. *Demand for Kanarese Schools.*—Kanarese schools, on the scale of those at talook head quarters, it seems unnecessary to add to beyond the sanctioned limit, as they are not more efficient than the hóbli schools, and their cost is much greater. In fact a reference to last year's Educational Report (page 7 of the Chief Commissioner's Review) will shew that the annual cost of educating each pupil in the hóbli schools is very considerably less, both absolutely and in reference to Government expenditure, than in any other class of schools, Government or aided. When they were first established it was reckoned that no village would be much above 4½ miles from a school occupying the centre of the area of 41 square miles, the average dimensions of a hóbli

In practice, however, it is found that children will not come to school beyond a distance of about 2 miles. But as each of the revenue districts, extending over about 2,500 square miles, contains more or less 5,000 villages, (Mysore Statistical Returns, Table I, C) a circle with that radius would embrace a sufficient number of households to maintain a school. Small circles were not adopted at the outset, owing to the expense involved and the uncertainty of the result before a trial had been made. At the same time, however, it was shewn that the hóbli scheme was expansive and capable of being indefinitely extended. (Educational Report for 1868-69, paragraph 50.)

273. *Extension proposed.*—The success of the schools may now be considered established, the means of expenditure it will be shewn farther on can be made available. The extension of the village school system is therefore proposed for the approval of Government. From the four districts included in this report I have been furnished with a list of 371 large villages, the people of which, though anxious for education, are unable to take advantage of the existing hóbli schools, and in each of which at least 20 pupils will be assembled and school premises provided. Taking these data as a basis of calculation for the whole Province, I submit for sanction that the number of village schools be raised from 645, or one in each hóbli already provided for, to 1200, with a proportionate increase of the subordinate inspecting agency, the distribution of the new schools being regulated by the relative importance of the villages in each talook.

274. *Funds for the Extension.*—The cost of increasing the number of village schools proposed above would amount to Rs. 51,132 a year, as per margin, which sum added to the Rs. 68,280 appropriated in the Budget for hóbli schools would make a total of Rs. 1,19,412 to be expended on primary education. But the one per cent educational cess for the maintenance of hóbli schools is estimated to produce Rs. 80,000, and by taking credit further for one half of that sum as the contribution from the State, in accordance with Despatch from the Government of India No. 100, Home Department, Education, dated 4th March 1871, we obtain Rs. 1,20,000,

	Rs.
555 Village school masters at Rs 7	46,620
8 Sub-Deputy Inspts (3rd grade) at Rs 30	2,880
Travelling allowance and establishment for do	1,632
	Rs 51,132

or a little more than will cover the entire expenditure. It would be out of place here to enter into fuller details, but enough it is trusted has been said to warrant an application to Government on the subject.

275. *Demand for other Schools.*—The principal remaining demands are for girls' schools (in most cases Kanarese) and for Hindustáni schools. It is needless to point out the importance of encouraging female education wherever a desire for it is expressed. The remarks in this report under the head of girls' schools will shew, however, that at present the means are not at hand for extending such encouragement. As regards the Musalmán population again, it is extremely desirable that methodically conducted schools, in which a good secular education is given, should be established for them. This can be done by the appointment of trained masters from the Hindustáni normal school, provided that funds for the purpose are placed at the disposal of the Department.

276. *Provision for the Demand.*—The complement of District and Talook schools being now filled up, it follows that the work of the general Normal School has also been accomplished, as the vacancies for masters in such schools will henceforth be very rare. For such as do occur moreover, suitable candidates may be found either among the most successful hóbli masters or among the advanced pupils of the schools themselves. The Hindustáni branch of the normal school, however, has its work still before it. But the discontinuance of the other branches would set free a sum of Rs. 5,450 a year, which would be more than enough for the establishment of the schools referred to in the preceding paragraph. In fact Rs. 3,000, the annual grant made for many years past for new talook schools, would probably suffice.

277. *Demand for Assistant Masters.*—The foregoing propositions refer to the establishment of new schools, but many of those already established stand in need of assistance. It is evident that there must be a limit to the number of pupils a single master, however industrious, can efficiently teach, especially when they are at different stages of their education. On this limit being reached, unless an additional master is appointed, the people refuse to send more children to school, on the ground that they cannot receive proper attention. Attempts have often been made, but always unsuccessfully, to work by means of monitors. The

friends of a boy selected for that purpose argue that if he is fit to teach he has learnt enough and need not attend school any longer, unless it is made worth his while by paying him. The children in the lower classes, on the other hand, tell their parents that they are taught by one of the boys and not by the master. Hence these also are withdrawn. Thus the school suffers loss in both its highest and lowest classes. It has therefore been usual to appoint paid assistant masters wherever there was a reasonable ground for it.

278. *Advantages of their Appointment.*—In many cases these have been experienced indigenous school masters of the place, who, on offering to bring over with them all their own pupils, have on those terms been accepted after sufficient trial. The arrangement is advantageous to the Government school as securing a large accession of pupils and the influence and good will of the recognized local school master. The attraction to the latter is not the prospect of a larger income than he is getting, often it is not so large, but of one that is fixed and can be depended on, as well as of the connection with Government. Overtures originate with the men themselves, and first began to be received when the talook schools were placed on a superior footing by the organization mentioned at the beginning of this report. Not only has the usefulness of the Government schools been extended by these connections, but the entire education of many towns has been brought within the control of the Department. The recent orders therefore of the Supreme Government (No. 11 G, Foreign Department, General, dated 5th January 1871) declining to sanction assistant masters, imposes loss upon the schools, both talook and hóbli, and checks the full development of which they are capable. I venture therefore to submit that the matter should be reconsidered.

279. *Prospects of the Department.*—The means have been indicated whereby the operations of the Educational Department may in future be extended; but it devolves upon me also to bring to the notice of Government the position of those already in the service. The one paramount anxiety among all the classes of school masters is for definite rules of promotion. The general feeling on this subject was referred to in my report for 1866—67(see Educational Report for that year, para 22-24). I would here again call attention to it, and request permission to draw up a plan of

graduated progressive salaries, the adoption of which would it is believed produce the best effect on school masters and by consequence on the schools in their charge. The expenditure at the same time need not exceed the present Budget limits, as the possibility of savings under the head of normal schools has been shewn, and by reduction of the engineering school a further sum of Rs. 5,682 would be available.

B. L. RICE,
Inspector of Schools.

APPENDIX III.

II. CIRCLE.

Inspector's Report.

I have the honor to submit the Annual Report for the year 1870—71, on the progress of Education in Circle II.

I resumed charge of this office on the 7th June last after an absence of nearly 2½ years spent in Circle I.

The following tables will shew the number of schools and pupils under my inspection, also the work performed by myself and the Sub-Deputy Inspectors.

Table I.

District.	No. of Government Schools.	No. of Pupils.	Private Schools in receipt of Govt. Grant.			Private Unaided Schools.			Total No. of Schools.	Total No. of Pupils.
			Established by Mission societies.	Established by other than Mission.	No. of Pupils.	Established by Mission societies.	Established by other than Mission.	No. of Pupils.		
Toomkoor	52	1,655	2	2	156	6	62	1,089	124	2,891
Shimoga	38	1,345	...	3	94	1	17	235	59	1,674
Kadoor	31	858	...	1	15	...	22	429	54	1,302
Chituldroog... ...	28	798	...	...	...	...	66	952	94	1,750
Total for 1870—71	149	4,656	2	6	265	7	167	2,696	331	7,617
Total for 1869—70	110	3,399	2	5	231	...	...	...	117	3,630
Total for 1868—69	72	1,175	2	6	261	...	...	...	80	1,436

Table II.

District.	Boys'.						Girls'.		Total No. of Schools.	Total No. of Pupils.
	No. of Anglo-Vernacular Schools.	No. of Pupils.	No. of Talook Vernacular Schools.	No. of Pupils.	No. of Hóbli or Subtalook Ver. Schools.	No. of Pupils.	No. of Ver. Schools.	No. of Pupils.		
Toomkoor	1	88	12	516	41	1,126	1	74	55	1,804
Shimoga	1	174	10	462	29	778	1	32	39	1,446
Chituldroog	1	60	11	384	16	354	...	...	28	798
Kadoor	1	46	9	355	22	472	...	...	32	873
Total for 1870—71	4	368	42	1,717	108	2,730	2	106	154	4,921
Total for 1869—70	7	355	37	1,365	70	1,341	2	86	116	3,147
Total for 1868—69	7	285	34	993	36	...	3	107	80	1,385

Statement of Work.

Name and Office.	Area of Circle in square miles.	No. of schools examined during the year.	No. of days occupied in examining schools.	No. of days occupied in other work.	No. of days spent on circuit.	No. of miles travelled during the year.
R. G. Hodson, Inspector of Schools ...	14,347	138	106	212	150	2,115
Rámáchári, Sub-Deputy Inspector, Hóbli Schools, Shimoga	4,650	40	68	159	143	1,242
Anantáchári, Sub-Deputy Inspector, Hóbli Schools, Kadoor	2,725	42	47	178	148	1,661
Nanjundaiya, Sub-Deputy Inspector, Hóbli Schools, Chituldroog	4,205½	102	76	35	83	1,494
Vásudévaiya, Sub-Deputy Inspector, Hóbli Schools, Toomkoor	2,766½	34	37	121	59	860

Every talook throughout the circle has been visited by me at least once in the year, excepting only Molakálumúru. Schools that required a more frequent inspection have been examined twice and sometimes oftener. English education has always been rather backward in this circle; but the results of this year exhibit decided indications of progress in the districts of Shimoga and Chituldroog, also, in a less marked manner, at Toomkoor. In the Kadoor District no advance can be reported.

Only one talook not visited during the year.

Condition of English education.

The position of the three superior Anglo-vernacular schools has been improved by an increase of establishment, a step which involved no additional cost, as it was decided that the English schools at the three talooks of Chikkanáyakanahalli, Shikáripura and Harihara should be abolished, leaving only vernacular schools to be maintained at those places, and thus releasing four English teachers who were at once transferred as assistant masters to the superior schools at Shimoga, Chituldroog and Toomkoor. Although these schools are now placed more on a level with those of the same grade in other parts of the Province, the establishments even with these additions are on a minimum scale. Much of the previous want of success may be attributed to the weakness in numbers and efficiency of the teaching staffs. Shimoga school is still at a disadvantage in this respect; but its University success, though comparatively small, is encouraging. The histories of the schools at Shimoga and Chituldroog exhibit very clearly to how great an extent the success or failure of an institution depends upon the head master. Both schools have now matriculation classes. To guard against the head master's time being wasted in cramming one or two boys to the neglect of the rest, no matriculation class is now formed of less than 5 pupils and no first or preparatory class of less than 7 pupils. As a rule both of these classes are taught almost entirely by the head master. Now that the status of these three district schools has been raised, I would venture to suggest a slight increase of schooling fee which might safely be raised from 4 to 8 annas on all classes above the third. For the encouragement of superior education it is

Transfer of teaching staff from inferior to superior anglo-vernacular schools.

Establishment still on minimum scale.

Precaution against cramming a few boys to the disadvantage of the many.

Scholarships recommended.

usual to offer scholarships, a stimulus which has not yet been extended to this Circle; but which I trust will now be granted not only for the more advanced students in English but also for Kanarese schools.

The abolition of the talook English schools has reduced the number of Anglo-vernacular institutions from 7 to 4; but the number of pupils brought under instruction instead of being diminished has increased, as will appear from the appended tables.

A.

Previous Establishment.

No.	Schools.	Number of Pupils.		Total.	Number of Teachers.		Total.
		Anglo-Vernacular branch.	Purely Vernacular branch.		Anglo-Vernacular branch.	Purely Vernacular branch.	
3	Higher Class...	25 4	192	446	9	8	17
4	Middle „ ...	102	119	221	6	5	11
	Total Number of Pupils			667	Of Teachers		28

B.

Present Establishment.

No.	Schools.	Number of Pupils.		Total.	Number of Teachers.		Total.
		Anglo-Vernacular branch.	Purely Vernacular branch.		Anglo-Vernacular branch.	Purely Vernacular branch.	
3	Higher Class...	322	198	520	13	8	21
1	Middle „ ...	46	20	66	2	1	3
3	Lower „ ...	...	105	105	...	4	4
	Total Number of Pupils			691	Of Teachers		28

As the demand for English instruction increases it may be found expedient to re-establish schools of this class at the head quarters of talooks; but hitherto the experiment has proved a failure.

I trust that the peculiar position of the English school at Chikkamagalúru, the head quarters of the Kadoor District, which I have noticed in another part of this report, will receive attention, as English education is very inefficiently represented there.

Talook Kanarese schools recently opened.

Five new Kanarese schools have been opened during the year at the talooks of Kunigallu, Koppa, Nagar, Soraba and Hiriyúru. All are doing well except the last. The Hiriyúru Talook appears singularly destitute of important towns. The town of Hiriyúru itself is a mean half-deserted place, and only furnished about a dozen boys. A hóbli school would meet all requirements, and would be more acceptable if conducted by a Lingáyet master.

The talook of Wastára was last year provided with a school; but, under conditions similar to those I have described as existing at Hiriyúru, a transfer was made to Sakrépatna, leaving Wastára without even a hóbli school as a substitute. I paid a visit to Wastára with the express purpose of arranging for the establishment of some kind of school there; but found the people were indifferent, and the only available accommodation was a dark hovel where the Amildar kept his horse.

Talooks where Government schools are not necessary.

At Kadaba Talook I found an endowed free school and a recently opened Government school side by side. As there was no room for both and the former seemed popular, the latter was transferred to Chellakere, the head quarters of the Doddéri Talook, where it is in a tolerably thriving condition.

Talooks that remain unsupplied with Kanarese schools.

The only remaining talooks where schools of this class should be opened are Kávaledurga and Anantapura, both in the Shimoga Malnád. I was much disappointed during my inspection tours to find that many of the talook schools, especially in the Chituldroog and Kadoor

Districts exhibited little or no progress, and were scarcely equal to some of the better hóbli schools to which the talook schools should be models. With one single exception the fault clearly lay in every case with the teachers, and I have been obliged to exercise some severity. Two glaring cases I brought to your notice of men who had literally ruined every school with which they had been entrusted, These were, of course, dismissed, a proceeding that had a good effect on some others that were disposed to be idle. There are still a few who require very close supervision.

Ill success generally attributable to the master's neglect or incapacity.

Unfortunately Circle II is rich in undesirable appointments, and several masters who have found their way to these penal settlements from the east of Mysore are not calculated to add to the credit of the Department. It has frequently been suggested that schools in such places should have a slightly higher rate of pay attached to them.

Under these circumstances it is gratifying to be able to note that the aggregate increase of attendance is one-third greater than last year. Of course the opening of five new schools has contributed to this result; but a reference to the tabulated returns will shew that fully three-fourths of the old schools have grown in numbers. The general attainments also will bear the same test. On this head I may quote from a letter written by the Deputy Superintendent of Chituldroog in the month of February. He states, "I have been visiting all the vernacular schools of the talooks I passed by in my present jamábandi tour and making a few presents to the boys by way of encouragement. The progress was generally satisfactory, and I could see that your recent tour of inspection had done a great deal of good."

Increase of one-third in the attendance at Kanarese talook schools.

Remarks by the Deputy Superintendent of Chituldroog.

The unpopularity of many of the talook schools was, I see, noticed in the Educational Report for 1869—1870. At such places I generally found the school-master was to blame. Even amongst men who had been through a regular course of training in the General Normal School, I repeatedly met with instances of a childish misapprehension of a school master's duties. One very common and to the people

Unpopularity of Kanarese schools accounted for.

peculiarly objectionable practice was that of making the study of history and geography injudiciously prominent to the exclusion of writing, mental arithmetic and the fractional tables which are taught in almost every village school throughout the country, and other subjects equally prized, though of varying importance with those I have named.

Public Examinations of Kanarese schools.

The public examinations were generally largely attended by the friends of the boys; but the Talook Amildars were conspicuous by their absence, and appeared to regard educational operations as of so little consequence that I brought the matter to the notice of the Superintendent of the Nagar Division, who caused a circular to be issued directing Amildars to be present when the schools at their talook head quarters were inspected. Many who have since shewn themselves very willing to assist educational movements, explained to me that they had previously been afraid of interfering in a Department which they had been accustomed to regard as unconnected in any way with their duty.

Measures adopted with unpopular schools.

By enlisting the co-operation of the talook authorities, making the examinations as public as possible, and taking the opportunities offered by such gatherings to explain the course of instruction aimed at by Government, I generally succeeded in placing the masters of unpopular schools and the people on better terms with each other.

Schools deserving mention.

In each district there were a few schools that afforded me much gratification, and as offenders have been punished, I trust that those who have earned reward will receive promotion. Of this class it gives me pleasure to draw attention to the masters at Ságara, Maddagiri, Sirá, Bánávára, Dávanagere, Koratagere, Sakrépatna and Huliyúrdurga.

Effects of the Government order for employment of unpaid monitors.

The recent order of Government refusing to sanction proposed assistant masters to a few of the larger schools and recommending the employment of monitors, has caused much dissatisfaction, especially in those cases where indigenous masters had amalgamated their own schools with those of the Government, and had not only been teaching gratuitously for several months but had forfeited during that period their usu-

al income from private scholars. As these men are generally held in much estimation where they have long been the principal local educators, the reopening of their own schools will undoubtedly withdraw many pupils from the Government schools, and give rise to much annoyance from the practice of pupils perpetually changing from one school to the other. I have already shewn that the practice of employing unpaid monitors has been tried and failed long ago.

Inadequacy of the book supply.

The supply of vernacular school books has been rather defective during the year, rendering necessary the introduction of inferior text books and in various ways interfering with the progress of many schools. The present system of despatching supplies of books to the various talooks appears to involve a great deal of delay.

School houses.

Much inconvenience is experienced at the following places from the want of proper school buildings.:—Tarikere, Holé-Honnúru, Sakrépatna, Sringéri, Yedahalli, Molakálumúru, Soraba, Nagar, Chennagiri, Koratagere and Bírúru. One new school house commenced during the year at Nyámati is nearly completed, and sanction has been obtained for the building of two more during the coming year at the two places first on the above list. I would here venture to repeat a suggestion which has been offered before, that, for the Malnád, the existing standard design might be advantageously changed for a style of building less expensive, equally well adapted to the purpose, and capable of erection or repair without the necessity of employing skilled work-men from a distance.

One Training School insufficient.

The training school for hóbli masters at Chikkamagalúru is the only one in this Circle and has not latterly been so successful as usual. The solitary institution is quite unequal to the demands made upon it. The peculiarities of the Malnád Districts of Shimoga and Kadoor claim at least one training school and the Chituldroog District another. The difficulties adverted to are described in my report upon the hóbli schools of those districts.

Each of the superior Anglo-varnacular schools and several vernacular schools including the Nagar Division training school have had the

Chief Commissioner's inspection visits.

advantage of a personal visit of inspection from the Chief Commissioner during his recent tour through the Province, which has had a very encouraging effect on the masters.

I will now proceed to notice briefly, district by district, the (I) Anglo-vernacular schools; (II) Talook Kanarese schools; (III) Hindustáni schools; (IV) Hóbli Schools; (V) Schools receiving Government aid; (VI) Unaided schools.

The District School, Shimoga.—Was inspected by me in the month of December and reported on at considerable length. The condition of the school has greatly improved; but classes II, III, and IV betrayed very defective tuition. The additional teacher, whose transfer from Harihara was afterwards sanctioned, has rendered good service, and I trust the other changes recommended by me will eventually receive approval and be carried out. This school affords an example of what may be effected where the head master understands his duty and does it. When Mr. D. Taylor took charge of the school in January, 1870, there were 76 pupils. At the end of 1869-70 there were 120, the attendance has since steadily increased to the number given in the *margin, and will, I expect, soon reach 200. Notwithstanding the inadequacy of his staff which was represented in my inspection report, the head master set to work to achieve the standard which had hitherto been regarded as unattainable. The two most advanced students C. M. Rámánujaiengar and M. Narasing Bhán, both of whom began their A, B, C, in this school, were taken through the matriculation course. When the time arrived for them to go to Bangalore for the examination, Narasing Bhán, who had recently got an appointment as a writer, could not obtain leave of absence. Rámánujaiengar went up and passed very creditably in the first division. On the list of candidates passed out of the various schools of the Mysore Province his name stands second, only one candidate having passed above him. Had Narasing Bhán appeared, there is every probability he would have passed also. The successful matriculate is preparing for the F. A. test, and five other pupils for the entrance examination of 1871.

* Number of Pupils ... 174
„ Classes ... 7
„ Teachers ... 5

With the defective means at his disposal it was not to be expected

that the head master should pass a large class, as a disproportionate division of his time was claimed by the junior classes. He has, however, done his best, and I think the merit of his effort should receive substantial recognition. The standard attained entitles the head master to a higher rate of salary than is drawn by him at present.

Assistant master Isaac Pillé has worked very zealously.

Thanks are due to Major Hay, Superintendent of the Nagar Division, and to Colonel Babington, the District Engineer, for the general interest they have exhibited in the progress of the school and for their contribution of 50 rupees each towards the purchase of prizes.

The District School, Chituldroog.—Has for the last two years, I find, been reported upon very unfavorably. I took an early opportunity of inspecting it, and found every thing in a deplorable condition. The school building was dirty and delapidated, the furniture damaged, the mats worn out, and the book store filled with books; whilst the classes had in some cases one book to five boys. Every thing betrayed neglect and confusion.

Number of Pupils	...	60
,, Classes	...	7
,, Teachers	...	4

The highest class was nominally a second; the teaching staff consisted of only the head master and one assistant. In dividing the work no particular duties had been assigned to either master, consequently neither professed to be responsible for the attainments of any class in any subject. The excuse offered for the failure of every class throughout the school was the inadequacy of the teaching staff, which undoubtedly was not equal to the requirements of the school, and to have taken each class through its appointed course would have entailed very heavy work upon two masters; but I failed to detect the slightest indication of the performance of any extra duty by either teacher.

Every effort for the improvement of the school proved fruitless, and it became necessary to place it under different management. The Principal of the Bangalore High School gave up the services of one of his teachers who was appointed head master. The closing of the talook English schools at Chikkanáyakanahalli and Shikáripura placed two additional English assistants at liberty. The number of names on the attendance roll is already nearly double what it was when Mr.

Clapham took charge less than two months ago, and it should be observed that of the newly admitted pupils five have been formed into a matriculation class, and others have been distributed pretty equally over the other classes.

About three weeks after these changes had taken place the officiating Deputy Superintendent and the Judicial Assistant inspected the school; the following remarks were entered by the former. "I inspected the school this morning, and found great improvement since I last saw it. Mr. Clapham seems to have introduced order and regularity into every thing, and I doubt not that under his management the school will become one of the best district schools in Mysore." I here beg to remind you that Mr. Clapham's transfer from Bangalore to the head mastership of a distant district school is somewhat disadvantageous to him, and I trust that the merit of his services may eventually receive due acknowledgment.

This and other schools of the district are greatly indebted to the active interest exhibited by the Deputy Superintendent, Mr. P. Krishna Rao, in paying visits of inspection and distributing rewards.

The District School, Toomkoor.—Although it does not take such a good position amongst district schools as I think it might, yet has made fair progress. Its highest class is now a first, a standard that has not been attained for several years past. The existence of a land surveying class is a noteworthy feature which is not, I believe, to be found in any other district school. It is of recent formation and is conducted under the difficulties arising from a very limited apparatus, and even for that the school is indebted to the Executive Engineer Mr. McKennie, who lent what could be spared from his office, until other arrangements are made. The surveying class comprising upwards of 20 boys meets every afternoon, devoting alternate days to out of door work. The opening of a similar class in Shimoga might provide a useful class of qualified subordinates for Department Public Works service in the Malnád. But at present not only has the Shimoga head master no implements, but no time for any additional duty.

Number of Pupils	...	88
„ Classes	...	6
„ Teachers	...	4

At the last inspection of the Toomkoor school the classes under the first assistant master acquitted themselves on the whole better than any

other. The junior assistants who were preparing for the entrance examination were allowed, I fear, to encroach on time that should have been devoted to school duties.

The District School, Chikkamagalúru.—Was reduced last year from the grade of higher, to that of middle class school. Its condition never seems to have been satisfactory, although I see no reason why under an experienced and energetic master it should not be equal to other district schools. It must be allowed that the circumstances of an East Indian or European master located at this station are depressing. A suitable dwelling house is not to be had, the present head master lives within the limits of the native town—by no means a desirable place for an East Indian with a wife and family. Two European masters have died here, and I would suggest that in future the head mastership be filled by a native, who might conveniently live if he chose at the adjoining town of Hirémagalúru, which is considered a healthy place and only one mile distant. The assistant master who was subject to fever before coming here has been very ill the greater part of the year, and was looking greatly debilitated when I inspected the school: he had, however, done his best, and the condition of his classes was much better than I expected to find them. He continues, however, to suffer so frequently from fever and is so greatly reduced, that it is impossible for him to discharge the duties expected. I trust the condition of this school may be the subject of consideration during the coming official year.

Number of Pupils	...	46
„ Classes	...	5
„ Teachers	...	2

In concluding my remarks on the Anglo-vernacular schools I beg to suggest that the introduction of a system of scholarships usual in other parts might advantageously be extended to this Circle for the encouragement of superior education.

Scholarships proposed for Anglo-vernacular schools.

Shimoga District.

The Shimoga Kanarese School.—Although it has a large attendance, is by no means well conducted. The head master has often been reported as unfit for the charge of so important a school, and I am sorry he has not been transferred to a place of less consequence. Under

Number of Pupils	...	81
„ Classes	...	3
„ Teachers	...	2

a qualified teacher this might be one of the best Kanarese schools in the Circle. I hope the recommendation I have made for the opening of a Hindustáni branch also will receive approval.

Soraba Kanarese School—Has been six months in operation. At the time of my inspection and previous to that, the number of pupils was greater than I have noted in the margin; but, being more than one master could teach, several boys withdrew. An assistant is needed. Between 40 and 50 visitors crowded into the little room during the examination, and after the close of the proceedings several expressed the obligation they felt to the Government, as the place, although the head quarters of a talook, was previously destitute of all educational means. The Talook Amildar, Védántáchári, deserves mention for the active interest he displays in educational proceedings.

Number of	Pupils ...	41
„	Classes ...	2
„	Teachers ...	1

The Ságara Kanarese School—Of about five years' standing; is the most advanced in the Circle. It is one of the very few in the province that has attained to a first class. The following remarks are taken from my report made immediately after my inspection visit. "The attainments of the second class pupils whose ages vary from 12 to 14, would enable them to compete with any Kanarese school in the Province. The head master, Puttappa, is a man of good attainments, belongs to a very respectable family, and bears an excellent character." The Amildar and other talook officials, besides a number of the boys' friends, in all about 60 visitors, were present during the examination, which during the last hour had to be conducted by lamp light; the proceedings appeared to give general satisfaction. The head master has had no increase of pay since his admission into the Department, five years ago.

Number of	Pupils ...	46
„	Classes ...	4
„	Teachers ...	2

The Kanarese School, Nagar—About six months' old; is highly prized by the people who, in this remote talook situated in one of the wildest parts of the Nagar Malnád, have long felt the want of some means of education for their children. The school master, I was sorry to see, seemed more anxious about being transferred than about the welfare of the school. In his anxiety for

Number of	Pupils ...	46
„	Classes ...	1
„	Teachers ...	1

removal he is by no means singular. Every master in the Malnád talooks, except Puttappa of Ságara, earnestly begged for transfer on the ground of the climate and enhanced cost of living, especially during the rains.

Shikáripura Kanarese School—Under the mismanagement of a master appointed last year gradually dwindled away to a dozen little boys. Since the appointment of another master the attendance has risen to the number given above; although the school has of course received a serious check it is rapidly regaining its former position.

Number of	Pupils	... 43
„	Classes	... 2
„	Teachers	... 2

Nyámati Kanarese School—Is largely attended by the children of Lingáyet merchants and shop-keepers. Formerly upwards of 90 pupils were in attendance, and another assistant was found necessary. Some of the leading townspeople requested that the indigenous school master, Vírabhadraiya, who at one time acted during the absence of the Government head master, might be appointed an assistant; for, whilst they preferred placing their children under Government instruction, yet they hesitated to withdraw altogether from one who had for several years conscientiously discharged his duty as a teacher, and to whom many felt themselves indebted. I directed Vírabhadraiya to attend, and recommended his appointment which you did not disapprove. Subsequently a petition signed by the principal men of the town and supported by the Amildar, repeating their request was forwarded to your office; unfortunately sanction was not obtained, and Vírabhadraiya after serving for many months without pay naturally wishes to re-open his own school. The proceedings have proved very damaging to the Educational Department and disappointing to the Lingáyets, a class of men whom it is desirable to encourage.

Number of	Pupils	... 65
„	Classes	... 2
„	Teachers	... 2

Chennagiri Kanarese School—Is conducted in a rented building not very well adapted for a school, but no better place is available at present. The master has not had much experience as a teacher, but is tolerably successful. In a great measure the success of the school is attributable to the popularity of the Lingáyet assistant.

Number of	Pupils	... 48
„	Classes	... 2
„	Teachers	... 2

Holéhonnúru Kanarese School—Has the advantage of frequent inspection, being the head quarters of the Shimoga District Sub-Deputy Inspector, and exhibited considerable improvement at the time of my inspection. But subsequent reports of the Sub-Deputy Inspector's represent the school to have fallen off very seriously owing to a want of sustained exertion on the part of the head master. He also points out certain ill effects of allowing the head master's son to hold the appointment of assistant.

Number of Pupils	...	34
,, Classes	...	3
,, Teachers	...	2

KADOOR DISTRICT.

Chikkamagalúru Kanarese School—Is in a most unsatisfactory condition. There has been culpable neglect not only on the part of the Kanarese teacher, but also on that of the head master of the Anglo-vernacular school, whose duty it was to have superintended it.

Number of Pupils	...	20
,, Classes	...	1
,, Teachers	...	1

Sringéri Kanarese School—Was opened in the month of December last. The master is very ill-suited to the place, which requires an experienced teacher possessed of a good knowledge of Kanarese. As by far the greater part of the population are Smártha Brahmans a man of that caste should be preferred. I was disappointed at finding the Educational Department so inadequately represented at such a place—the head quarters of the famous Jagat Guru and long a seat of learning. I was unable to hold any examination as the master, although he had been there upwards of a month, had not up to that time opened school owing, he explained, to want of books, the non-arrival of which, however, he had not reported to me.

Number of Pupils	...	44
,, Classes	...	1
,, Teachers	...	1

Yedahalli Kanarese School—Was not in a very satisfactory condition at the time of my inspection, which was the first that had been made since the establishment of the school in April 1869. It had frequently been closed on account of the absence of the previous master from illness and other causes. The present teacher, lately from the normal school, was depressed and anxious for removal. The demand for education is sufficiently evinced by the at-

Number of Pupils	...	50
,, Classes	...	2
,, Teachers	...	1

tendance ; but there was a want of vigour that I have in vain tried to impart. The building, though the best place available, is not at all adapted for the purpose. The Amildar had screened it tolerably well from the bustle of the street and from the weather, by a wooden trellis work. I hope eventually to see an improvement at this place, but much depends on the character of the school master.

Tarikere Kanarese School—Suffered seriously from the misconduct of a previous master. Upwards of 50 boys were present at the time of my examination, but the school betrayed long neglect. It is gradually improving. The want of proper accommodation has proved a hindrance, but will be remedied shortly as sanction has been accorded for the erection of a school-house.

Number of Pupils	...	50
,, Classes	...	2
,, Teachers	...	2

The Sakrépatna Kanarese School—Is in vigorous operation. Although the master had the usual discomforts inseparable from a Malnád residence and requested to be transferred, he had set to work cheerfully, and the condition of his school was very gratifying. The people shewed an active interest in the school and seemed much pleased with the proficiency exhibited by their boys at the examination.

Number of Pupils	...	35
,, Classes	...	1
,, Teachers	...	1

The Bánávára Kanarese School—Is the best in the Kadoor District, although it was one of the poorest when the present master took charge of it, rather more than a year ago. The previous master was sent to a Malnád school, which he reduced to almost nothing, and was dismissed.

Number of Pupils	...	48
,, Clas-es	...	4
,, Teachers	...	2

The Kadoor Kanarese School—Has made improvement during the year, but the master requires constant supervision.

Number of Pupils	...	38
,, Classes	...	2
,, Teachers	...	2

The Bírúr Kanarese School—Continues to hold a fair position. Considerable inconvenience is experienced from the want of accommodation, every available room in the town being taken for storing areca-nuts, for which production Bírúr is a celebrated

Number of Pupils	...	55
,, Classes	...	2
,, Teachers	...	2

market. The school has to be moved on an average about once a year in consequence of the owner requiring the premises.

Chituldroog District.

The Chituldroog Kanarese School—Being at the head quarters of the district should have a superior teacher. It has never attained the position it ought to occupy.

Number of Pupils	...	20
„ Classes	...	2
„ Teachers	...	1

The Dávanagere Kanarese School—Is the best in the Chituldroog District; but the master continues to be paid according to the rate laid down for a school of the lowest grade. I trust this discrepancy will be rectified as soon as funds are available. The school is fairly attended by Lingáyets, but there are 223 boys in the town of this persuation under private instruction. If sanction could have been obtained for an additional master and the Lingáyet element introduced into the teaching staff, upwards of 150 boys might have been brought under Government instruction, making this one of the strongest schools in the Province.

Number of Pupils	...	74
„ Classes	...	3
„ Teachers		2

The Chellakere Kanarese School—Had not been established when I visited this part of the district; but, on the request of the people for a school, I recommended the transfer to this talook of Kadaba school, and the proposal was carried out in the month of November. The educational wants of Kadaba are sufficiently met by an old established endowed school, which has always been open to Government inspection. The Chellakere school has made good progress during the short time it has been in operation.

Number of Pupils	...	38
„ Classes	...	2
„ Teachers	...	1

The Hiriyúru Kanarese School—Established in the month of August; is the smallest in the Circle. I consider the wants of the place, a miserable half-deserted town, would be amply supplied by a hóbli school, and the master's services better utilized in some one of the large Malnád towns, such as Thírthahalli, the head quarters of a talook, and where there is a strong demand for a school.

Number of Pupils		12
„ Classes		1
„ Teachers		1

The Huliyára Kanarese School—Is not a large one, but is conducted in a spirited manner. Very fair progress has been made during the year.

Number of Pupils ... 54
„ Classes ... 3
„ Teachers ... 1

The Hosadurga Kanarese School—Was allowed to fall off very much by the master who had been guilty of great carelessness. Since my inspection in September an improvement has taken place, and the work is now going on more regularly.

Number of Pupils ... 54
„ Classes ... 3
„ Teachers ... 1

The Pávagada Kanarese School—Has not had a competent master. A change is now under consideration.

Number of Pupils ... 12
„ Classes ... 2
„ Teachers ... 1

The Harihara Kanarese School—Has fallen off under the present master, and it is worthy of remark that the school previously under his care has improved in every way under his successor. I regret to state that several such instances have come under my notice. Two of the worst cases have resulted in dismissal. Such failures may generally be traced to neglect or other misconduct.

Number of Pupils ... 26
„ Classes ... 2
„ Teachers ... 1

The Jagalúru Kanarese School—Was in a very low state when I examined it in the month of September, and although still not up to the proper standard it has decidedly improved. I was obliged to bring to the notice of the Deputy Superintendent that the Amildar had taken upon himself to remove the school to a most unsuitable building, and in other ways acted obstructively and that his influence had not been favorable.

Number of Pupils ... 38
„ Classes ... 2
„ Teachers ... 1

The Molakálumúru Kanarese School—Was not open when I visited this district; the newly appointed master having failed to reach the place at the expected time. It has subsequently been twice inspected by the Sub-Deputy Inspector, who gives a moderately good report of its condition. The assistant Kanarese master has given his services gratuitously for nearly six months past, and as his permanent retention is uncertain, owing to the recent orders to employ unpaid monitors, he will probably withdraw and take half the

Number of Pupils ... 46
„ Classes ... 2
„ Teachers ... 1

pupils with him—a step I shall much regret. If the order for the substitution of unpaid monitors be insisted upon, a large falling off in attendance must follow.

TOOMKOOR DISTRICT.

The Toomkoor Kanarese School—Though not the most advanced in the district is a good school, and the only one well conducted of the four at district head quarters. The first Kanarese master is methodical and hard working. Every year a considerable number of the boys admitted into the Anglo-vernacular school are drawn from this branch.

Number of Pupils ... 101
" Classes ... 3
" Teachers ... 3

The Koratagere Kanarese School—At the beginning of the year changed both its masters with very decided advantage to the school. Formerly the attendance rarely rose above 30. The school room is now overcrowded. At the examination all visitors, except about half a dozen, had to satisfy themselves by such glimpses as could be got through the bars of the windows and the not very spacious door way. The day I spent at Koratagere was my first inspection visit, and I was disappointed to find that the Amildar exhibited so little interest in education that he neither attended the examination, nor could afford me any information. The manner in which educational proceedings were ignored by the talook officials of this district was brought to the notice of the Deputy Superintendent, and a slight improvement has since taken place.

Number of Pupils ... 77
" Classes ... 3
" Teachers ... 2

Maddagiri Kanarese School—Has always been well reported on, and may be considered the best in the Toomkoor District. I think that the steady success of this teacher should be acknowledged by raising his pay to rupees 25—that of the 1st grade.

Number of Pupils ... 38
" Classes ... 3
" Teachers ... 2

The Chikkanáyakanahalli Kanarese School—Has improved since the abolition of the English school in the month of December last, but it admits of further improvement.

Number of Pupils ... 36
" Classes ... 2
" Teachers. ... 1

The Sírá Kanarese School—Is well conducted and affords a fair model for the surrounding hóbli schools. For nearly two months the school was under the temporary charge of the Hosúru hóbli school master. I had an opportunity of examining the school whilst it was under his care, and from the manner in which his work was performed I should consider him better fit to take charge of a talook school than some masters now holding such posts.

Number of Pupils	...	40
„ Classes	...	2
„ Teachers	...	1

The Kunigallu Kanarese School—Established in August last, during the year has been conducted in a manner very creditable to the master. I was quite satisfied with its condition when I inspected it so recently as February last.

Number of Pupils	...	34
„ Classes	...	1
„ Teachers.	...	1

The Turuvékere Kanarese School—Has a small attendance; but is conducted very creditably. This is one of the talooks where the Amildar appeared to consider schools as beneath his notice.

Number of Pupils	...	23
„ Classes	...	2
„ Teachers.	...	1

The Tipatúru Kanarese School—Is to be removed to Honnavalli of the same talook.

Number of Pupils	...	23
„ Classes	...	2
„ Teachers	...	1

The Huliyúrdurga Kanarese School—Is in the hands of an intelligent master. The results of my inspection, held very recently, were quite up to my expectations.

Number of Pupils	...	33
„ Classes	...	2
„ Teachers	...	1

It has been to me a source of much disappointment during my inspection tours, that no means should be at the command of the Inspector for promptly rewarding deserving masters. According to the existing practice, intervals of upwards of 12 months often elapse before a promised increase can be obtained, and longer delays are not uncommon.

GOVERNMENT HINDUSTANI SCHOOLS.

Those at Chituldroog and Toomkoor are the only schools of this class. Others might advantageously be opened at Shimoga and Chikkamagalúru, but no suitable teachers are yet available; until a better class of Hindustáni masters can be procured, little can be done towards improving these schools, and it is hopeless to expect indigenous and grant-in-aid Hindustáni schools to excel where Government institutions fail.

The Chituldroog School—Under the tuition of a rather elderly man; occupies a position about on a par with a Kanarese hóbli school.

Number of Pupils ... 24
„ Classes ... 2
„ Teachers ... 1

The Toomkoor School—Has 2 teachers, of whom one has been sent to the Bangalore Normal School, and after he has had the benefit of a short course of training the assistant master will be sent.

Number of Pupils ... 43
„ Classes ... 2
„ Teachers ... 2

HOBLI SCHOOLS.

Increase of Hóbli Schools.

The number of these institutions for primary education has increased during the year from 65 to 108.

Condition of Hóbli Schools.

The condition of these schools I did not find so flourishing as the published reports had led me to expect; but from the detailed account of each district, due allowance being made for the difficulties peculiar to each locality, satisfactory progress is apparent.

Prevalent misapprehension regarding school-houses.

Although many of the schools had been in operation from 18 months to 2 years it does not appear to have been understood either by the Sub-Deputy Inspectors or by the people that the latter were expected to furnish the school-houses, and were entitled to a voice in the management of the schools. The prevailing idea was that hóbli schools were free schools to be maintained solely by the Sarkár, a notion which had already led to mischievous results that might have been anticipated. Parents held aloof from a school where they supposed they would have no warrant for objecting to any of the school master's proceedings that might be offensive, and the school masters in their new dignity of Government servants, shewed a disposition to resent any interference on the part of the Patél or Shánbhóg; thus a spirit of antagonism had begun to creep in, that would have proved destructive. It will easily be understood how the difficulty of inducing people to provide houses is increased, where they have been enjoying a school for 12 or 18 months free from any such stipulation. In a few instances the people distinctly declined to build, and others simply gave a promise without taking any steps towards its fulfilment; in such cases the transfer of the school was the only alternative; but, generally, the threatened

transfer had the desired effect. Though a good deal of ingenuity has been displayed in fulfilling this condition at the least possible cost, and although many of the houses provided are open to several objections, the prominence given to the proceeding has been beneficial. The people begin to regard the schools more as their own and take pains to keep in order the houses that have cost so much trouble. The school masters find it to their interest to discharge their duty efficiently as any dereliction is apt to be reported to the Inspector; whereas on the other hand a popular school master rejoices in a round of invitations to dinner, and in frequent choice presents of betel nut and other dainties from gratified parents. Complaints from hóbli school masters against talook subordinates regarding delay in the despatch of letters, receipt of pay, the services of the village sweeper, &c., all but universal a few months ago, are now extremely rare. Regarding the style of school-house, no model being insisted on, a great variety may be seen. It is very seldom that a new house is built specially for the purpose. An old Government Chávadi purchased cheap at auction, a partially dismantled house or even a cattle-shed, the property probably of the Patél, is put into repair; or a room in a deserted temple is fitted with a rough door and window, occasionally a broad verandah is partially enclosed; but some of the houses I have seen are good substantial buildings, varying in value from 50 to 200 rupees. The house hired at Nonavinakere is worth probably about 300 rupees. At Bégúru the sum of 96 rupees has been collected and handed over to the Shékdar, who was chosen to superintend its disbursement. In the Malnád districts the people have in several instances placed at the disposal of the department certain tiled temples, of which a description is given in another part of this report. Altogether 44 houses have been provided, and others are in course of preparation.

Advantages of the rule regarding school buildings.

Description of houses furnished by the people.

I introduced the practice adopted by me whilst in charge of the First Circle of assembling the masters of each district once during the year for examination, and in the Shimoga District a few of the masters brought with them some of their most advanced pupils. For the coming year arrangements have been made

Practice of examining the Masters.

Project for examining every hóbli school during the coming year.

to assemble at appointed centres all boys above the fifth or lowest class, so that every school will come under the personal observation of the Inspector, at least once in the year, a proceeding which has not hitherto been feasible.

Peculiar difficulties owing to locality and popular prejudice.

The nature of the difficulties connected with the Malnád talooks of Shimoga and Kadoor Districts and those arising from the prejudices of the Lingáyet population of Chituldroog District are represented elsewhere. The necessity for some project to meet the peculiar features of the Malnád appears to have been recognized long ago, as I see in last year's Educational Report an expression of opinion by the Deputy Superintendent of Hassan "who has given great attention to educational movements," advocating a Malnád training school in addition to the three now in operation. Although there can be no question as to the expediency of this proposal I am not aware that any steps have been taken. I trust that sanction may be obtained as the expenditure would be very trifling. But Malnád training schools alone will not meet the difficulty, if there be no candidates for training, and this is the case in the Malnád talooks of Koppa, Wastára, Lakkuvalli, Soraba, Ságara and Nagar, which altogether would furnish scarcely a dozen indigenous school-masters, and I think I may safely say not half a dozen suitable men willing to accept the proffered post on 7 rupees a month. In passing through those talooks I was surprised at the utter absence of schools and the general ignorance that prevailed not merely amongst the trading and working classes, but amongst Brahmans who everywhere take the lead in education. In one well known town in the Shimoga District, being unexpectedly detained, I was politely invited to rest at the house of the Jóyisa (astrologer). Here I met several intelligent young Brahmans, of whom I found only one who could do more than spell tediously through a page of written or printed Kanarese, and this one said he went to a school in the plains for 2 years at a place distant nearly 60 miles. The ability to read and keep accounts is so rare that any one possessed of such acquirements may easily command more

Malnád Training School wanted.

Scarcity of indigenous teachers in the Malnád.

Educational destitution of the Malnád districts.

than 7 rupees a month from almost any sáhukar. In the absence of a class of indigenous masters to draw upon it will be necessary to introduce strangers; and Brahmans will, in the parts adverted to, be the most acceptable and the most suitable teachers. But any one acquainted with the Malnád districts will allow that a school master could not possibly live on the offered pay alone. It is urged and with truth that, although during harvest time many articles of consumption are cheap, in the wet weather which lasts fully half the year, there is nothing to be had for love or money, the practice being for each house-holder to lay in the requisite store previous to the monsoon when all communication with markets is cut off by the swollen mountain torrents, the flooded swamps and other impediments of a jungle during the rains. Even talook school masters in the Malnád on 15 and 20 rupees a month complain bitterly, and all except one who is a native of that part have piteously implored removal.

Expense and difficulty of living in the Malnád.

In dealing with the Malnád districts the case of Sub-Deputy Inspectors should not be overlooked. I would suggest that after three years' service in the Shimoga and Kadoor Districts a Sub-Deputy Inspector be transferred to the east of Mysore.

Malnád Sub-Deputy Inspectors.

By means of tabular statements and appended remarks I have endeavoured to shew the progress and condition of the hóbli schools in each district.

SHIMOGA DISTRICT.

In this district there are 29 hóbli schools in operation, of which number 13 have been opened during the year. In eleven villages suitable accommodation has been provided by the people, and premises have been promised at all the other places where schools have been established. Considering the nature of the country, the greater part of which being mountainous and covered with forest, presents difficulties unknown in the plains, the rate of progress is very gratifying; in fact, I regard the condition of primary education in this locality as more satisfactory than in any other part of the Circle. More money and pains appear to have been spent upon the

Number of schools opened during the year.

Number of houses provided during the year.

Favorable indications.

preparation of school houses; the attendance is in several instances larger than might be expected, where the villages consist of scattered homesteads often numbering no more than two or three houses; and there is a noteworthy desire unequalled in any other part of the Circle to purchase copies of the books which are supplied gratis for school use. I have observed that several of the most praiseworthy schools owe their success in a great measure to the Patéls (Headmen) of those villages.

Deficiencies of Nagar, Kávaledurga and Honnáli Talooks.

The appended classified list of hóblís shews the distribution of the schools. The talooks of Nagar and Kávaledurga present all the difficulties of Malnád localities. Hence the scarcity of schools at present. Honnáli talook will be supplied when the training school can be brought to a convenient distance for candidates living in that neighbourhood.

Shimoga District.

No.	Hóblís or Talook Sub-Divisions.	Village in which School is established.	When established.	No. of Pupils in each Class.					Total No. of Pupils.	Remarks.
				I.	II.	III.	IV.	V		
	Shimoga Talook.									
1	Shimoga ...	Aiyanúru ...	Sept. 1869.	...	3	3	3	6	15	Fair.
2	Holéhonnúru ...	Sanyási Kódamaggi.	March 1869.	...	7	12	12	11	42	Very good.
3	Anavéri ...	Gudamagatta ...	Do.	...	5	6	9	5	25	Fair.
4	Bidaré ...	Gajanúru ...	March 1870.	...	...	4	6	12	22	Fair.
5	Kúdli ...	Pillengere ...	Do.	...	...	4	1	27	32	Very good.
6	Benkipura ...	Benkipura ...	August 1870.	...	...	...	3	20	23	Fair.
7	Kúdlikeré ...	Arikere ...	Do.	...	...	4	3	27	34	Fair.
8	Holalúru ...	Sutakóté ...	Feb. 1870.	...	...	...	2	17	19	Fair.
	Chennagiri Talook.									
9	Chennagiri ...	Hodikere ...	March 1870.	...	...	5	7	15	27	Good.
10	Rájagondanahalli	Pondómatti ...	August 1870.	...	..	10	14	18	42	Good.
11	Santébidanúru ...	Dévarhalli ...	Do.	...	...	6	11	31	30	Fair.
12	Kallúru ..	Kallúru ...	March 1869.	...	4	5	5	8	22	Very good.

No.	Hóblís or Talook Sub-Divisions.	Village in which School is established.	When established.	No. of Pupils in each Class.					Total No. of Pupils.	Remarks.
				I.	II.	III.	IV.	V.		
	Shikaripura Talook.									
13	Shikáripura ...	Isúru ...	May 1870.	...	...	4	6	10	20	Temporarily closed.
14	Belagáni ...	Belagáni ...	March 1870.	...	...	5	...	26	31	Fair.
15	Mugaligere ...	Mugaligere ...	Do.	...	...	6	4	8	18	Bad.
16	Jambúru ...	Maitammana-muchadi ...	Sept. 1869.	...	3	4	11	5	23	Bad.
	Soraba Talook.									
17	Soraba ...	Muttuguppé ...	August 1870.	...	...	...	14	15	29	Bad.
18	Kyásanúru ...	Hosabálé ...	Do.	...	...	...	6	11	17	Bad.
19	Tavanandi ...	Kerehalli ...	October 1870.	...	...	...	10	30	40	Fair.
20	Anavatti ...	Anavatti ...	March 1871.	...	...	...	...	20	20	Fair
21	Nisrani ...	Nisrani ...	Do.	...	...	...	...	13	13	Fair.
22	Chendragutti									
23	Télagadi									
	Sagara Talook.									
24	Ságara ...	Keládi ...	August 1870.	...	...	10	9	10	29	Very good.
25	Shiravanté ...	Baradavalli ...	Do.	...	...	...	10	11	21	Fair.
26	Tálaguppé ...	Tálaguppé ...	Do.	...	...	...	10	16	26	Fair.
27	Shiravanté ...	Shiravanté ...	March 1870.	...	...	...	7	15	22	Fair.
28	Tarven									
29	Cherangí									
30	Hittihállu									
	Anantapura Talook.									
31	Anantapura ...	Anantapura ...	Feb. 1871.	...	...	...	18	30	48	Fair.
32	Mosarúru ...	Bennavalli ...	March 1870.	...	...	4	6	2	12	Fair.
33	Artavádi									
34	Belandúru									
	Honnali Talook.									
35	Honnáli ...	Honnáli ...	August 1870.	...	...	3	8	29	40	Fair.
36	Sásivéhalli									
37	Belagutti									
38	Kumsi									

No.	Hóblís or Talook Sub-Divisions.	Village in which School is established.	When established.	No. of Pupils in each Class.					Total No. of Pupils.	Remarks.
				I.	II.	III.	IV.	V.		
	KAVALEDURGA TALOOK.									
39	Thírthahalli ...	Thírthahalli ...	March 1870.	...	...	6	26	4	36	Fair.
40	Kávaledurga									
41	Mandagaddé									
42	Malúru									
	NAGAR TALOOK.									
43	Nagar									
44	Jála									
45	Pattaguppé									
46	Mávinaholé									
47	Humchadaholé									

Pillengere School—Of which the villagers are justly proud, deserves prominent mention. It is conducted in a substantial building purchased and kept in excellent order by the people, who have added to the simple school apparatus furnished by Government, a table, 2 chairs and sundry other articles, evidently with a view to effect as the school master does not appear to use them. The teacher, a Brahman, is a thorough school master, and commands general respect both on account of his private worth and his ability as a teacher. The pupils exhibit a slight sprinkling of Brahman boys, but the majority belong to the working classes.

Sanyásikódamaggi School—Is conducted in a tiled temple which, except for two days in the year, has been formally given up as school house, furnished with doors and windows, and is kept in proper repair by the villagers. In numbers it is stronger than Pillengere, and the boys are not far behind in attainments.

Aiyanúru School—In the same talook as the two foregoing; was formerly well attended; but a dispute amongst the people led to the withdrawal of all the Lingáyet boys and the opening of an opposition school.

Nallúru School—Is the best in the Chennagiri Talook, and is greatly indebted to the Patél.

Pándomatti School—Is well conducted, and has 47 pupils, all Lingáyets, although the teacher is a Brahman. Materials for a house are being collected.

Hodikere School—Is conducted by a Lingáyet teacher of moderate attainments, but most of the boys in the town being Lingáyets, all the other schools have been deserted for his, which is well conducted on the whole.

Honnáli School—Is the only one in the talook. A convenient house has been given by a Brahman resident. Most of the boys are Brahmans.

Anantapura School—Has been only one month in operation. A good house has been provided, and there is a large attendance comprising boys of 12 different castes.

Bennavalli—Has the smallest school in the Circle; but it is planted in a thinly populated part. The Patél has provided a house, and the school appears to be prized.

Keladi School—Is conducted in a broad verandah attached to a tiled temple, is well taught, and well attended.

Muttaguppé School—Was several months after its establishment without books: similar delay has affected other schools in remote districts.

Hosabálé—Has a poor school in no way superior to the common pátashálés of the country. Neither master nor people exhibit much interest in the school, which may have to be removed. No house has been provided, and the boys are assembled in a temple.

Kerehalli School—Recently established; bids fair to become the best in the talook.

Tirthahalli School—Was opened by an intelligent young man, but who was not a native of the place, and his health failing, he very soon resigned, and subsequently was re-employed in the other Circle. For

several months it was found impossible to secure a successor and the senior boys kept the pupils together by teaching as well as they could without asking for any remuneration. An acting master has been appointed temporarily. A talook school should be opened here. There would be a large attendance of Brahmans, Konkani Christians, who come up from the west coast, besides the children of all classes of tradesmen and artizans.

Kadoor District.

The Kadoor District contains 51 hóblís, of which 29 are still without schools. Of the 22 now in operation 10 have been opened during the year. It may be observed on a reference to the appended list of schools, that the talooks of Koppa and Lakkuvalli are utterly destitute. This deficiency should be attributed not to any aversion for or even indifference towards Government education but to the extreme difficulty of procuring teachers. Of the seven talooks of the Kadoor District three are considered maidán country, three malnád, and the seventh (Chikkamagalúru) represents both descriptions with a preponderance of the latter. Koppa and Lakkuvalli, where all is jungle, are positively without schools, for although here and there a wealthy man may have three or four boys under tuition in his own house, such cases are very uncommon. In the absence of indigenous school masters I do not see any possibility of opening schools in these localities that are difficult of access, very feverish, and where all the necessaries of life are scarce and dear, unless these drawbacks are compensated for by the offer of slightly higher pay, certainly not less than is given to any village school masters in Coorg.

Number of Hóblics occupied during the year.

Proportion of Maidán and Malnád country in the Kadoor District.

Total absence of schools and consequent difficulties in obtaining Hóbli School Masters.

Eleven, or exactly half, of the hóbli schools in operation are conducted in premises that have been provided by the people. It should be observed that six out of these eleven school houses are temples, but they differ from the stone edifices of the plains. They are generally tiled houses open to the public, and sometimes used by travellers. No objection is made to the entry of Europeans and others wearing boots.

Description of temples given up for school houses by the people.

The only school I found in the district rising above mediocrity was the one at *Hirémagalúru.* Its condition was very creditable to the teacher, but in other respects I was so dissatisfied with what I saw that I recommended its removal. It was attended not by the children of cultivators, artizans or any of the poorer classes, for whom these schools are intended, but chiefly by the sons of wealthy Brahmans who had neither provided a house nor spent a pice towards the maintenance of the school since its establishment more than two years ago. At a distance of less than a mile is the Chikkamagalúru talook Kanarese school, where tuition may be had on the payment of a monthly fee of one anna. It must, however, be admitted that the Chikkamagalúru talook master has not shewn himself to be such a good teacher as was the hóbli school master at Hirémagalúru.

Patnagere School—In the Chikkamagalúru talook, though small in numbers, is well conducted.

Kadoor District.

No.	Hóblís or Talook Sub-Divisions.	Village in which School is established.	When established.	No. of Pupils in each Class.					Total No. of Pupils.	Remarks.
				I.	II.	III.	IV.	V.		
	Chikkamagaluru Talook.									
1	Chikkamágalúru.									
2	Sakrépatna									
3	Hullékere									
4	Bendiga									
5	Kalasápura									
6	Rájana Bariyúru..									
7	Shindikere									
8	Lakya ...	Lakya ...	March 1869.	...	...	8	8	15	31	Good.
9	Malalúru ...	Malalúru ...	Do.	...	...	9	7	2	18	Fair.
10	Karagatta ...	Karagatta ...	Dec. 1869.	...	...	11	11	18	40	Good.
11	Mattavara ...	Múgatihalli ...	July 1870.	...	...	8	3	7	18	Fair.
12	Kenkere ...	Bilékalhalli ...	August 1870.	...	...	8	6	30	44	Good.
13	Belavádi ...	Belavád ...	Do.	...	...	...	8	12	20	Fair.
14	Basavanahalli ..	Basavanahallii ...	Feb. 1871.							
15	Morlé ...	Morlé ...	Do.							
16	Nárnápura ...	Yemmísandi ...	Do.	...	...	...	...	10	10	...
17	Hirémagalúru ..	Dandarmukki ...	Do.							

No.	Hóblís or Talook Sub-Divisions.	Village in which School is established.	When established.	No. of Pupils in each Class.					Total No. of Pupils.	Remarks.
				I.	II.	III.	IV.	V.		
	Banavara Talook.									
18	Bánávára									
19	Dévanúru									
20	Jámagallu ...	Jámagallu ...	March 1870.	...	...	8	11	24	43	Fair.
21	Belagúru ...	Belagúru ...	August 1870.	...	...	...	4	12	25	Good.
	Kadoor Talook.									
22	Kadoor									
23	Bidaré									
24	Patnagere ..	Patnagere ...	March 1869.	...	4	3	3	3	13	Good.
25	Bramhasamudra .	Bramhasamudra ...	Sept. 1870.	...	...	6	5	5	16	Good.
26	Nidagatta ...	Nidagatta ..	August 1870.	...	...	8	15	12	35	Good.
	Wastara Talook.									
27	Wastára· ...	Kúdavalli ...	Do.	...	...	...	6	17	23	Good.
28	Bidaranádu ...	Chikkamagaravalli..	March 1870.	...	...	8	2	17	27	Fair.
29	Anúru ...	Anúru ...	Jan. 1870.	...	...	...	7	1	8	Fair.
30	Kadagalnádu ...	Hosahalli ...	Nov.. 1869.	...	...	...	4	9	13	Fair.
31	Kalasa									
32	Mélabangádi									
	Tarikere Talook.									
33	Tarikere ...	Lingadahalli ...	June 1870.	...	...	6	6	19	31	Fair.
34	Doranahálu ...	Doranahálu ...	August 1870.	...	...	7	7	8	22	Fair.
35	Ajjampura ...	Ajjampura ...	Feb. 1871.							
	Koppa Talook.									
36	Hariharapura									
37	Bágumbi									
38	Hosakere									
39	Mógunda									
40	Sringéri									
41	Hosakallu									
42	Tona									

No.	Hóblís or Talook Sub-Divisions.	Village in which School is established.	When established.	No. of Pupils in each Class.					Total No. of Pupils.	Remarks.
				I.	II.	III.	IV.	V.		
	LAKKUVALLI TALOOK.									
43	Lakkuvalli									
44	Yedahalli									
45	Bálé									
46	Wágadi									
47	Kónakere									
48	Shítúru									
49	Nágaláipura									
50	Hebbé									

CHITULDROOG DISTRICT.

In no part of the Province has the introduction of hóbli schools progressed so tardily, and been regarded with such indifference as in Chituldroog District.

The population is almost entirely Lingáyet. Merchants, school masters, cultivators and artizans, with few exceptions, belong to this persuasion. Lingáyets are found filling almost every local office down to that of village watchman, but it is a noteworthy fact that there is only one single instance of a Lingáyet accepting the appointment of hóbli school master in this district.

Amongst a Lingáyet population only one Lingáyet *hóbli* school master.

The position of a school master amongst the Lingáyets commands a degree of deference very unusual in other parts of the Province; this seems chiefly attributable to the fact that almost all their indigenous teachers belong to the class of *Ayyagalu*, who perform the duties of household priests and occupy amongst Lingáyets a position very similar to that held by *Vaidíkás* amongst Brahmans. I may here observe that the solitary Lingáyet hóbli school master to whom I have referred

Social parallel between *Ayyagalu* and *Vaidíka* Brahmans.

above does not belong to this class of hereditary teachers; by caste he is a tailor, but for several years, he conducted a private school in the town where he is now employed by Government.

It is, I think, sufficiently apparent that the *Ayyagalu* form the class from which the hóbli school masters must chiefly be drawn if permanent success is to be secured. Undue haste for the sake of multiplying schools is to be deprecated. The scruples entertained by these Lingáyet priestly school masters with regard to Government service, are similar to those which until lately prevented *Vaidíka* Brahmans accepting such employment. So recently as three years ago I believe the general Normal school in Bangalore did not contain one *Vaidíka* candidate; laterly this class of Brahmans has been found to predominate, and has furnished some of the best vernacular teachers in the Department. A similar reformation of public opinion, may, in course of time, be effected amongst the Chituldroog *Ayyagalu*. When one or two have overcome their hesitation and accepted Government pay, others will be found to follow. At present the common objection is " Why should we eat Government salt ?".

Ayyagalu, a class to furnish teachers.

Change of public opinion regarding the acceptance by *Vaidikas* of Government employment.

From what I have been able to observe it appears to me that when once the Lingáyets' sympathies have been enlisted, those very traits in their character that now render them difficult of access will prove the most valuable in supporting and carrying out educational operations. As a class they are retiring and very conservative, but shrewd, self reliant and remarkably well conducted.

Lingáyet characteristics.

After the foregoing representations it will not be matter for surprize that the following tabular statement and appended brief details shew the present educational provision for Chituldroog to be very disproportionate to the population.

Chituldroog District.

No.	Hóblís or Talook Sub-Divisions.	Village in which School is established.	When established.	No. of Pupils in each Class. I.	II.	III.	IV.	V.	Total No. of Pupils.	Remarks.
	Chituldroog Talook.									
1	Chituldroog ...	Guddadarangappana halli ...	April 1869.	...	...	14	..	3	17	Fair.
2	Chitrahalli ...	Gudabanahál ...	Do.	...	...	5	4	12	21	Fair.
3	Siddannanahalli ..	Siddannanahalli..	Do.	...	...	...	...	...	...	Not yet inspected.
4	Turavanúru ...	Turavanúru ...	October 1869.	..	...	8	11	12	31	Fair.
5	Tálya ...	Tálya ...	April 1870.	...	...	11	12	30	53	Fair.
6	Bhímasamudra									
7	Kyásapura									
	Pavagada Talook.									
8	Pávagada ...	Kannamédi ...	April 1870.	...	...	...	13	7	20	Good.
9	Nidagallu ...	Nyáyadakunté ...	Do.	...	...	5	4	5	14	Bad.
10	Múgadálabetta...	Arisíkere ...	April 1869.	...	5	...	6	2	13	Bad.
11	Hosakóté									
12	Gummagatta									
13	Honnasamudra									
14	Rácharlu									
	Davanagere Talook.									
15	Dávanagere ...	Bétúru ...	April 1870.	...	...	...	10	17	27	Good.
16	Maikondé ...	Maikondé ...	April 1869.	...	5	2	4	13	24	Temporarily closed.
17	Anaji ...	Anaji ...	March 1871.	...	...	...	...	...	...	Not yet inspected.
18	Bharamaságara									
19	Anagódu									
20	Hadadihalli									
	Hosadurga Talook.									
21	Hosadurga ...	...	April 1869.	...	9	13	18	15	55	Very good.
22	Bágúru ...	Bágúru ...								
23	Rámagiri									
24	Bharmannanáyakanadurga									
25	Holalkere									
26	Jánakallu									

No.	Hóblís or Talook Sub-Divisions.	Village in which School is established.	When established	No. of Pupils in each Class.					Total No. of Pupils.	Remarks.
				I.	II.	III.	IV.	V.		
	Dodderi Talook.									
27	Harihara ...									
28	Kondajji ...	Bati ...	Nov. 1870.	...	...	...	...	41	14	Good.
29	Malébidanúru ...									
30	Náyakanahatti ...	Náyakanahatti ...	Jan. 1871.	...	...	...	10	6	16	Fair.
31	Chellikere ...									
32	Jájúru ...									
33	Gowrasamudra .									
34	Parusarámapura .									
35	Talaku ...									
	Budihalu Talook.									
36	Búdihálu ...	Heggere ...	Feb. 1871.	...	...	...	5	17	22	Fair.
37	Hulyára ...									
38	Kandikere ...									
39	Timmanahalli ...									
40	Muddénahalli ...									
	Molakalumuru Talook.									
41	Molakálumúru...									
42	Siddápura ...									
43	Dévasamudra ...									
	Hiriyuru Talook.									
44	Hiriyúru ...									
45	Aimangala ...	Harati ...	Feb. 1871.	...	...	...	5	19	24	Fair.
46	Janana gondaa halli ...									
47	Mottódu ...									
48	Dharinapuri ...									
	Kanakuppa Talook.									
49	Jagalúru ...									
50	Belachódi ...									
51	Sokké ...									

Túlya School—The only one under a Lingáyet master, is the most popular in the district, if judged by the interest it excites, and the attendance it draws, although the attainments of the master are very moderate.

Bágúru School—Has the same number of pupils as Tálya, and may be considered the best in the district. The sum of 96 Rs. has been collected by the people for the purpose of building.

Turavanúru School—Is well conducted by the master, and is attended by upwards of 30 pupils; but the people have not made satisfactory arrangements regarding a house.

Bétúru School—Is doing fairly, and materials for a house have at last been partly collected.

Toomkoor District.

Of the 57 hóblís in this district 23 were supplied with schools at the end of last year. There are now 41 schools of this class in operation, leaving only 16 places to be filled. The number of vacant hóblís is greater in Tipatúru and Chikkanáyakanahalli than in any other talook, because of the very few candidates sent up from those localities to the training schools, also because the demand is not so keen there as in most other talooks. In twenty two villages school houses have been provided by the people, and for most of the other schools established some steps have been taken, such as collecting money, timber, stones, &c. But a few schools, chiefly amongst the number of those first established, will have to be removed, as the people do not seem disposed to fulfil this condition.

Chikkanáyakanahalli and Tipatúru.

Twenty two school houses provided during the year.

The duties of Sub-Deputy Inspector had been very inefficiently performed in this district, and for some time after I took charge continued to be neglected to such an extent, that it became necessary to remove the man who held that post. The vacancy was not filled up until the month of October, so that for nearly six months the hóbli schools received no regular inspection, and several had not been visited

Inspector's duties neglected.

for upwards of twelve months, the consequent ill-effects have not yet entirely disappeared.

I append a classified list of the schools. The most deserving of notice are those at *Hosúru* in the Sírá Talook, *Holanahalli* in the Koratagere Talook, and *Nonavinakére* in the Turivékere Talook.

The *Hosúru* master was appointed during the year to act for the absent head master of a talook school, and discharged his duties very efficiently. *Holavanahalli* may be considered the best of the new schools opened during the year. It numbers a few Brahman girls amongst its pupils, a circumstance by no means common yet. *Nonavinakere* was closed during the former half of the year. Under a new master it has become popular. The people have not yet provided a school house, but pay rent for the rooms at present used. The Kadaba Amildar misunderstanding some instructions received by him from the Deputy Accountant General, closed all the hóbli schools in the talook, and thus created a feeling of uncertainty which it has not been easy to allay. The reluctance exhibited by the people of the Kadaba Talook to provide school accommodation may be attributed partly to this unfortunate blunder. With few exceptions the talook authorities have been active in rendering assistance when requested.

Toomkoor District.

No.	Hóblís or Talook Sub Divisions.	Village in which School is established.	When established.	No. of Pupils in each Class.					Total No. of Pupils.	Remarks.
				I.	II.	III.	IV.	V.		
	Toomkoor Talook.									
1	Toomkoor ...	Arikere ...	May 1869.	...	...	7	8	9	24	Fair.
2	Bellávi ...	Bellávi ...	Do.	...	...	6	6	25	37	Good.
3	Vurdagere ...	Wurdagere ...	Do.	...	1	1	23	12	37	Good.
4	Gúlúru ...	Kaidála ...	Do.	...	1	6	5	13	25	Good.
5	Kóra ...	Kestúru ...	March 1869.	...	...	4	8	18	30	Bad.
6	Chélúru ...	Bidaré ...	April 1870.	...	3	8	7	7	25	Fair.
7	Honnudiké ...	Honnudiké ...	March 1871.	...	...	6	15	19	40	Fair.

No.	Hóblís or Talook Sub-Divisions.	Village in which School is established.	When established.	No. of Pupils in each Class.					Total No. of Pupils.	Remarks.
				I.	II.	III.	IV.	V.		
	SIRA TALOOK.									
8	Sirá ...	Gula ...	Feb. 1871.	...	...	...	6	11	17	Not yet inspected.
9	Bukkapatna ...	Karéhalli ...	Sept. 1870.	...	...	4	5	9	18	Fair.
10	Hulikunté ...	Chengavára ...	Jan. 1871.	...	...	...	14	11	25	Fair.
11	Nadúru ...	Hosúru ...	March 1869.	...	...	11	17	14	42	Very good.
12	Baragúru ...	Baragúru ...	Do.	...	...	7	6	4	17	Fair.
13	Kallambella ...	Chikkanahallé ...	May 1869.	...	...	9	11	19	39	Good.
14	Agrahára ...									
	MADDAGIRI TALOOK.									
15	Havéli ...	Ganjalaguntá ...	May 1869.	...	...	3	6	16	25	Good.
16	Puravara ...	Puravara ...	Do.	...	...	4	14	6	24	Fair.
17	Itikadibbanahalli.	Itikadibbanahalli.	Do.	...	...	2	8	15	25	Fair.
18	Doddéri ...	Doddéri ...	March 1870.	...	...	8	9	15	32	Good.
19	Kodigéhalli ...	Kodigéhalli ...	Sept. 1870.	...	...	20	10	18	48	Good.
20	Midigési ...	Midigési ...	Feb. 1871.	...	...	...	10	10	20	Not yet inspected.
21	Hampasandra ...	Idagúru ..	Do.	...	...	...	9	10	19	Not yet inspected.
22	Teriyúru ...									
23	Rantavalalu ...									
	HULIYURDURGA TALOOK.									
24	Huliyúrdurga ..	Mávatúru ...	Sep. 1870.	...	...	3	4	16	23	Fair.
25	Hutridruga ...	Yeliyúru ...	Do.	...	...	3	13	15	31	Good.
26	Amurtúru ...									
27	Byádarahalli ...									
28	Koppa ...									
	KORATAGERE TALOOK.									
29	Koratagere ...									
30	Holavanahalli ...	Holavanahalli ...	Sep. 1870.	...	...	4	15	23	42	Good.
31	Tiradálu ...	Tiradálu ...	Do.	...	...	...	8	12	20	Fair.
32	Kólála ...	Kólála ...	Do.	...	...	...	6	18	24	Fair.
33	Tottikere ...	Tottikere ...	Do.	...	...	8	7	20	35	Good.
34	Chennaráyadurga	Bukkapatna ...	Feb. 1870.	...	...	...	7	8	15	Fair.
35	Tóvinakere ...	Tóvinakere ...	Do.	...	...	...	8	12	20	Fair.

No.	Hóblís or Talook Sub-Divisions.	Village in which School is established.	When established.	No. of Pupils in each Class.					Total No. of Pupils.	Remarks.
				I.	II.	III.	IV.	V.		
	KUNIGALLU TALOOK.									
36	Kunigallu ...	Herúru ...	Sep. 1870.	...	...	5	3	16	24	Fair.
37	Hebbúru ...	Tarúru ...	Do.	...	...	...	8	14	24	Fair.
38	Chittanahalli ...	Chittanahalli ...	Feb. 1871	...	...	...	6	6	12	Fair.
39	Yediyúru ...	Yediyúru ...	March 1871.	...	...	...	5	5	10	Not yet inspected.
40	Kottakere									
	TURIVEKERE TALOOK.									
41	Turivékere ...	Muniyanúru ...	March 1870.	...	...	...	8	7	15	Fair.
42	Nonavinakere ...	Nonavinakere ...	Do.	...	...	18	8	14	40	Good.
43	Híchanúru ...	Híchanúru ...	May 1869.	...	...	12	4	7	23	Fair.
44	Dandinasivara ...	Dandinasivara ...	Do.	...	...	7	7	12	26	Good.
	KADABA TALOOK.									
45	Kadaba ...									
46	Gubbi ...	Ariyúru ...	March 1870.	...	...	7	8	18	23	Good.
47	Kallúru ...	Sampigé ...	Sep. 1870.	...	...	2	10	14	26	Fair.
48	Máyisandra ...	Máyisandra ...	Do.	...	...	9	12	4	25	Good.
49	Tipatúru ...	Mádéhalli ...	May 1869.	...	8	10	9	4	31	Good.
50	Honnavalli ...									
51	Hálkurké ...									
52	Handanakere ...									
	CHIKKANAYAKANAHALLI TALOOK.									
53	Chikkanáyakana-halli ...									
54	Nittúru ...									
55	Kibbanahalli ...									
56	Hágalavádi ...	Hágalavádi ...	Nov. 1869.	...	4	11	18	22	55	Good.

Before closing my report on hóbli schools I may state that the Sub-Deputy Inspectors have generally given satisfaction.

The Shimoga Sub-Deputy Inspector, Rámáchári, has shewn great judgment in grappling with the difficulties of his district, and has discharged his duties to my entire satisfaction.

The Kadoor Sub-Deputy Inspector, Anantáchári is very energetic; has acquired a good knowledge of his district, and submitted a very carefully prepared report.

The Chitúldroog Sub-Deputy Inspector, Nanjundaiya, is trustworthy, works hard, and is anxious to give satisfaction.

The Toomkoor Sub-Deputy Inspector, Vásudévaiya, is new to the work, but possesses the requisite activity and ability.

SCHOOLS RECEIVING GOVT. AID.

Grants-in-aid have been extended to one Anglo-vernacular boys' school; four Hindustáni boys' schools, one Kanarese boys' school, and two Kanarese girls' schools. I will proceed to report on each in the order set down.

The Wesleyan Mission Boarding School for Orphan Boys, Toomkoor—Comes under the class of *inferior schools*. Its object may be gathered from its name. Most of the pupils are Tamil by birth, and speak Tamil amongst themselves; but Kanarese being the vernacular of the country has been selected as the chief medium of instruction. Tamil lessons also have recently been introduced. The knowledge of Kanarese, history, geography and arithmetic displayed by the most advanced boys, who were represented by a class of nine pupils, was about on a par with that of third class boys in a Government talook school. Five boys had a sufficient knowledge of English to read from the fourth book and to translate fairly into Kanarese or Tamil.

		Rs.
Amount of Govt. grant per mensem	...	30
Income from other sources	...	67
Rate of schooling fee.		None
Number of Pupils	...	18
,, Classes	...	2
,, Teachers	...	2

The writing to dictation in Kanarese was remarkably neat and the spelling correct. In working out examples in the compound rules of arithmetic the class was at a disadvantage in not being familiar with the tables and fractional signs commonly in use amongst the people and taught in most vernacular schools. One boy struck me as possessing an aptitude for figures not shared by the rest.

HINDUSTANI MADRASAS.

The Kunigallu Grant-in-aid Madrasa—Though in some respects the best of the aided Hindustáni schools in this Circle, is like all the others almost wholly devoid of classification. But the master is

		Rs.
Amount of Govt. grant per mensem	...	10.
Income from other sources	...	Not known.

Rate of schooling fee ...	6 pie to 1 anna.
Number of Pupils ...	34
„ Classes ...	2
„ Teachers ...	1

superior to many whose schools have come under my observation, and his Madrasa does exhibit evidence of work performed. At the time of my inspection the master was weak and ill, and said that he had been suffering from intermittent fever for five months which, he represented, had prevented his carrying out certain suggestions from this office that he professed to be anxious to adopt.

The Huliyárdurga Grant-in-aid Madrasa—Is conducted in the verandah of a Masjíd. From the monthly reports furnished to my office I expected to find a school rather superior to the average of Hindustáni Madrasas, but on visiting the place I was disappointed. Five boys brought forward as the most advanced, had the Tálimnáma placed in their hands open at an easy story. Two could read fairly, the others with difficulty, but none of them with a knowledge of what they read. One boy could perform the operations of adding and subtracting. The others knew nothing beyond the letters of the alphabet. But the master seemed surprized that I did not regard these attainments as the satisfactory result of two years' teaching.

Amount of Govt. grant per mensem	Rs. 10
Income from other sources	Not known.
Rate of schooling fee	6 pie to 1 anna
Number of Pupils ...	32
„ Classes ...	2
„ Teachers ...	1

The Honnáli Grant-in-aid Madrasa—Was established by Nawab Abdul Nabí Khán Sáhéb Chamand Khutbul Mulk Bahadúr, has the advantage of an intelligent master. The boys were tolerably well supplied with books. Of about a dozen boys who were brought forward with their copies of the Tálimnáma, nine could read with tolerable fluency, but without any attempt at understanding the drift of the story that was being read. As soon as one boy was stopped after reading a few lines there was invariably a considerable interval before the next could find or be shewn the part of the lesson where he was expected to commence, but it must be allowed that when fairly started he would go through his performance without a halt until called upon to stop, then the process of finding the place had again to be gone through; each one persistently ignoring any value that might be attached to the meaning. Two boys had commenced the study of Persian, that is they had commit-

Amount of Govt. grant per mensem	Rs. 10
Income from other sources	8
Rate of schooling fee	Annas 2
Number of Pupils ...	31
„ Classes ...	3
„ Teachers	2

ted to memory three or four pages of the Amadan, and had read a few stories from the Hikáyet Latífa. The four simple operations of arithmetic were understood by three boys. As usual in Hindustáni Madrasás considerable pains had been taken with the writing which was very good. Some idea of the character of Hindustáni schools in this part of the Province, may be gathered from the fact that this one is in advance of any Madrasa aided or unaided that I have seen during the year, except that at Kunigallu. There is, however, some ground for expecting progress in the school under report.

The Chennagiri Grant in-aid Madrasa—When visited by me in the month of November exhibited such unmistakable signs of neglect that the grant has been suspended, and from reports of subsequent visits made by the Shimoga District Sub-Deputy Inspector no attempts at improvement are apparent, the grant will therefore probably have to be withdrawn altogether.

Grant suspended.

The Kalasa Kanarese School.—Is situated in a remote part of the Kadoor Malnád, and is the only primary vernacular boys' school in the receipt of Government aid. It differs in no respect from an ordinary indigenous school, but might, I am of opinion, be improved, if brought under the direct management of the Department as a hóbli school.

	Rs.
Amount of Govt. grant per mensem ...	4½
Income from other sources ...	Not known
Rate of schooling fee ...	None.
Number of Pupils ...	15
„ Classes ...	2
„ Teachers	1

Girls Schools.

The Shimoga Hindu Girls School—Has, I regret to say, deteriorated very seriously. The income from subscriptions has altogether ceased, and as no fees are paid the expenses are defrayed entirely by the Government grant, with perhaps the aid of an occasional small donation. The retired premises at first occupied are no longer available, and the few girls who continue to be collected by the master are assembled in a Musáfarkháná known as Dodda Rámaráyá's Chatram, a place by no means well adapted to the purposes of a girls school. The decadence of this institution dates from the transfer of the Hindu official

	Rs.
Amount of Govt. grant per mensem ...	20
Income from other sources ...	None.
Rate of schooling fee	None.
Number of Pupils ...	12
„ Classes ...	2
„ Teachers ...	2

to whose liberality it owed its establishment. So far as I could ascertain the general feeling of the members that had formed the defunct committee, very little chance exists of the school's revival, and female education is not yet generally regarded in that favorable light which its too sanguine advocates are apt to believe. Although the practical value of a school like the one under report may be almost imperceptible, I should hesitate advocating its abolition, as it tends to familiarize the Hindu public with the educational phenomenon of a school for girls. If left in its present depressing circumstances it will in all probability gradually dwindle away to nothing; for the first and only girl school in the Shimoga District, such a termination would be very disappointing, and it can, I think, only be avoided by making the school a purely Government institution, removing it to a suitable house and bringing it under the direct management of the Department. The co-operation of influential natives may be secured, although none of them probably would feel disposed to accept the trouble and responsibility that would fall upon any one taking a prominently leading position in the management.

The Toomkoor Hindu Girls School—Under the management of the Wesleyan Mission, is conducted in very suitable premises in a convenient part of the fort. This the first day school for Kanarese girls in the Toomkoor, was opened in the month of August 1868, with only 6 girls; but the numbers have gradually increased, and at the examination held in January last 67 girls were present out of 74 whose names were on the register. I learned that for some time after its establishment the attendance was fluctuating, and that very shortly after the Government grant had been obtained the very existence of the school became rather doubtful owing to the mischievous influence of a master, whom it has been found necessary to dismiss. Its subsequent steady progress in numbers and efficiency and its apparent popularity indicate a firm establishment. The girls are divided into 4 classes under the same number of masters. The highest class comprised 13 girls, who seemed to be all about 9 or 10 years' of age: their attainments in reading writing and geography were quite equal to an average third class of a Government talook school, a very good standard to have attained in little

Amount of Government grant per mensem	...	Rs. 20
Income from other sources		40
Rate of schooling fee.		None
Number of Pupils	...	74
" Classes	...	4
" Teachers	...	4

more than two years. Plain sewing was done very creditably. The first master seemed systematic and pains-taking. The gradation of work laid down for the three lower classes was well arranged, and each master had on the whole discharged his duty intelligently. I was struck with the orderly and becoming demeanour of the little pupils who, judging from their dress and behaviour, belong to a good class of Hindu society. I was informed that nearly one-third are the daughters of Brahmans, the rest are the children of Lingáyets, goldsmiths, and other castes. Among the parents are several Government employés. It is gratifying to find that the school meets with influential and material support from several Hindu residents in Toomkoor. I may here remark that a similar school was opened in November 1869 by the same agency in the pété (or bazar) of Toomkoor, which I have recommended for Government assistance. It is attended chiefly by the daughters of chettís and other trades-people, whose genuine interest in the proceeding may be estimated to some extent by the fact of their having contributed the sum of 30 Rs. towards the expense of erecting a new school room.

UNAIDED SCHOOLS.

Under this head come three small Sanskrit Vidyáshálás, a few Kanarese boys' schools established by Protestant Mission agency, indigenous Kanarese schools, the endowed Kanarese school at Kadaba and three Kanarese girls' schools.

The course of instruction and mode of tuition adopted in Sanskrit Vidyáshálás was detailed in my report submitted at the end of 1869—70. None of those at present in operation in Circle II are of a character entitling them to Government aid at present.

The Mission Kanarese schools are generally on a par with good hóbli schools. A promise of Government assistance has been made to most of them.

Indigenous Kanarese schools have been fully described in previous reports, and I have occasionally noticed them in my remarks on hóbli schools where occasion seemed to require it.

The Kanarese boys' school at Kadaba has been in operation for about 19 years. It was established and endowed by the late Annájaiengar at

Kadaba, and since his death has been under the management of the Wesleyan Missionaries resident at Toomkoor, who were appointed trustees. The proceeds of the endowment have not been found sufficient to meet the expenditure, and the deficit is met from funds at the disposal of the Mission society. The school building is substantial, and well adapted for the purpose intended. Two masters are employed. The status of the school is that of an average Government hóbli school. Of the three Kánarese girls schools the one opened in the Toomkoor pété by the Wesleyan Mission, has been recommended to you for Government aid. The others have been established by Government officials specially for Brahman girls; one at Chituldroog and the other at Toomkoor. The latter owes its existence to the 1st writer in my office who was very active in lending his assistance to the opening of a similar school in Bangalore nearly two years ago which, I am assured, is making good progress.

R. G. HODSON,

Inspector of Schools.

APPENDIX IV.

TABULAR STATEMENTS.

1. Government Schools, Higher and Middle Classes.
2. Do. Lower Class.
3. Do. Girls' Schools.
   Do. Special Schools.
4. Do. Hóbli Schools.
5. Grant-in-aid Schools, Higher and Middle Classes.
6. Do. Lower Class.
7. Do. Girls' Schools.
8. Abstract of Receipts and Charges in all Schools.
9. Abstract of Expenditure in Educational Department.

No. 1.

INSTITUTIONS FOR GENERAL EDUCATION.

Government Schools.

Annual Return for the year ending 31st March 1870—71.

1	2	3	4	5	6	7	8	9
Name of Institution.	Location.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils during the year.	Average Number of Pupils in the Text classes.
			Hindus.	Mahomedans.	Others.	Total.		
Superior Anglo-Vernacular.								
Higher Class.								
High School	Bangalore	1858	259	12	36	307	255	222
The Boys School	Mysore	1833	174	4	4	182	155	115
Middle School	Hassan	1853	112	—	4	116	110	75
" "	Tumkoor	1854	102	—	1	103	87	61
" "	Shimoga	1854	81	—	1	82	71	51
" "	Chitteldroog	1855	81	—	—	81	71	51
" "	Kolar	1865	83	—	1	84	67	47
	Total		1,067	27	51	1,135	1,015	900
Inferior Anglo-Vernacular.								
Middle Class.								
Taluk School	Nundee	1861	59	—	—	59	52	32
" "	Chikmagalore	1862	58	—	—	58	52	32
" "	Chennapatna	1862	58	—	—	58	52	32
" "	Turrekere	1862	58	—	—	58	52	32
" "	Chikka Ballapore	1862	58	—	—	58	52	32
" "	Nelamangala	1863	58	—	—	58	52	32
" "	Periapatna	1863	58	—	—	58	52	32
" "	Coldroog (Seringhi)	1863	58	—	—	58	52	32
" "	Goribidnur	1866	58	—	—	58	52	32
" "	Tekankote	1867	58	—	—	58	52	32
	Total		581	26	7	614	538	352
	Grand Total		1,648	43	82	1,473	1,344	1,112

Office of the Director of Public Instruction,
Nandidroog, 24th May 1871.

10 A	10 B	10 C	10 D	10 E	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	Remarks.
Number of Pupils on the Rolls belonging to each language at the end of the year.					Monthly Rate or Salary of Schooling &c.	Receipts during the year.								Charges during the year.			Millesimes.		Annual Cost of Schooling each Pupil.		Remarks.
English.	Kannada.	Hindustani.	Telugu.	Tamil.		From Government.	Payments of Pupils.	Local Subscriptions.	Subscriptions from Public Bodies.	Rent Payments.	Sale of Books.	Other Items.	Total.	Current.	Extraordinary.	Total.	Excess of the Pupils over Teachers.	Excess of Teachers over Pupils.	Total Cost.	Cost to Government.	
10	111	—	—	—	Rs. 3 to 12 8 a.	10,775	4	6	—	—	—	—	—	6,188	6	6	4,855	12	30,807	0	0	14,344	6	6	2,389	14	6	16,775	14	0	14,725	4	6	—	65	15	4	12	4	0	11	4	0	
12	114	—	—	—	" 4 to 10 12 "	6,013	—	—	—	—	—	—	—	5,240	0	0	1,000	0	11,248	0	0	4,000	0	0	500	0	0	4,500	0	0	3,160	0	0	—	64	10	0	10	0	0	9	0	0	
11	112	—	—	—	" 3 to 8 "	4,000	—	—	—	—	—	—	—	3,000	0	0	1,000	0	8,000	0	0	3,000	0	0	500	0	0	3,500	0	0	2,500	0	0	—	56	8	0	8	0	0	7	0	0	
10	112	—	—	—	" 3 to 8 "	3,000	—	—	—	—	—	—	—	2,400	0	0	600	0	6,000	0	0	2,400	0	0	500	0	0	2,900	0	0	1,900	0	0	—	48	8	0	8	0	0	7	0	0	
10	112	—	—	—	" 3 to 8 "	2,160	—	—	—	—	—	—	—	1,920	0	0	240	0	4,320	0	0	1,920	0	0	500	0	0	2,420	0	0	1,320	0	0	—	40	8	0	8	0	0	7	0	0	
10	112	—	—	—	" 3 to 8 "	1,440	—	—	—	—	—	—	—	1,440	0	0	240	0	3,120	0	0	1,440	0	0	500	0	0	1,940	0	0	740	0	0	—	32	8	0	8	0	0	7	0	0	
2,154	1,114	—	—	—	—	41,314	4	6	—	—	—	—	—	6,264	11	6	11,139	4	71,039	15	6	34,079	6	6	7,385	11	6	41,914	6	0	30,906	4	6	—									
10	111	—	—	—	" 4 to 10 "	1,870	—	—	—	—	—	—	—	114	0	0	45	0	1,797	0	0	1,401	0	0	—	0	0	1,401	0	0	396	0	0	—	65	15	4	12	4	0	11	4	0	
12	114	—	—	—	4 to 10 " 8 "	1,440	—	—	—	—	—	—	—	108	0	0	60	0	1,548	0	0	1,401	0	0	21	0	0	1,422	0	0	126	0	0	—	64	10	0	10	0	0	9	0	0	
11	112	—	—	—	" 3 to 8 "	1,320	—	—	—	—	—	—	—	48	0	0	72	0	1,440	0	0	1,200	0	0	21	0	0	1,221	0	0	219	0	0	—	56	8	0	8	0	0	7	0	0	
10	112	—	—	—	" 3 to 8 "	1,200	—	—	—	—	—	—	—	24	0	0	72	0	1,296	0	0	1,200	0	0	21	0	0	1,221	0	0	75	0	0	—	48	8	0	8	0	0	7	0	0	
10	112	—	—	—	" 3 to 8 "	1,080	—	—	—	—	—	—	—	24	0	0	72	0	1,176	0	0	1,080	0	0	21	0	0	1,101	0	0	75	0	0	—	40	8	0	8	0	0	7	0	0	
10	112	—	—	—	" 3 to 8 "	960	—	—	—	—	—	—	—	24	0	0	72	0	1,056	0	0	960	0	0	21	0	0	981	0	0	75	0	0	—	32	8	0	8	0	0	7	0	0	
10	112	—	—	—	" 3 to 8 "	840	—	—	—	—	—	—	—	24	0	0	72	0	936	0	0	840	0	0	21	0	0	861	0	0	75	0	0	—	32	8	0	8	0	0	7	0	0	
10	112	—	—	—	" 3 to 8 "	720	—	—	—	—	—	—	—	24	0	0	72	0	816	0	0	720	0	0	21	0	0	741	0	0	75	0	0	—	32	8	0	8	0	0	7	0	0	
114	318	—	—	—	—	10,590	13	6	—	—	—	—	—	909	1	0	504	7	12,004	4	13	10,247	4	0	1,033	14	0	11,281	4	0	3,000	0	0	—									
1,471	1,427	—	—	—	—	52,311	4	0	—	—	—	—	—	7,703	12	6	11,729	11	73,043	15	6	34,512	4	6	7,469	14	6	41,982	12	0	30,906	4	6	—									

* The Number is made up from the returns for Schools at Talaverie.

J. GARRETT,
Director of Public Instruction.

No. 2.

INSTITUTIONS FOR GENERAL EDUCATION.

GOVERNMENT SCHOOLS.

Annual Return for the year ending 31st March 1870—71.

1	2	3	4	5	6	7	8	9	10 A	10 B	10 C	10 D	10 E	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	Remarks
Name of Institution.	Locality.	When established.	Number of Pupils on the Rolls at the end of Quarter.				Average Number of Pupils on the Rolls during the Quarter.	Average Monthly Attendance of Pupils during the Quarter.	Number of Pupils on the Rolls studying in each language at the end of the year.					Monthly Rate or Salary of Teaching Staff.	Receipts during the year.								Charges during the year.			Differences.		Annual Cost of educating each Pupil.		
			Hindu.	Mahomedan.	Others.	Total.			English.	Kanarese.	Mahratti.	Telugu.	Tamil.		From Government.	Proceeds of Endowments.	Local Rate or Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other Sources.	Total.	Cultural.	Establishment.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.	

No. 2. (Continued)

INSTITUTIONS FOR GENERAL EDUCATION.

Government Schools.

Annual Return for the year ending 31st March 1870—71.

1	2	3	4	5	6	7	8	9
Name or Description	Locality	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls monthly during the year.	Average Number of Pupils attending daily.
			Hindus	Mahomedans	Others	Total.		
Lower Class (Continued)								
Assamese.								
Tahsili School	Nowgong							
	Kuliagaon							
	Chaiduar							
	Marowpara (Tahsildar)							
	Mowjoo							
	Mookhee							
	Sagara							
	Chaiduargaon							
	Gendagaon							
	Kampapara							
	Mohendi							
	Total		400	33		433	423	339
KUMRA.								
Tahsili School	Sahidgaon							
	Bihia							
	Rowgaon (Tahsildar)							
	Jamalgaota							
	Mazendaria							
	Dabhaigaon							
	Jakhalabandha							
	Rupahihat							
	Total		307	14		321	279	221
	Grand Total		707	39		754	714	560

10 A	10 B	10 C	10 D	10 E	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	Remarks.
Number of Pupils on the Rolls studying in each language at the end of the year.					Monthly Salary or Rates of Monthly Pay.	Receipts during the year.								Charges during the year.			Difference.		Annual Cost of attending each Pupil.		
English.	Bengali.	Hindustani.	Uriya.	Urdu.		From Government.	From Municipal Funds.	From Local Rate or Assessment.	From Fees, Fines, &c.	From Private Subscriptions.	From Other Sources.	Total.		On account.	Establishment.	Total.	Excess of Charges over Receipts.	Excess of Receipts over Charges.	Total Cost.	Cost to Government.	
						ASSTAGRAM DIVISION.															
					1 Anna																
					1 Anna																

No. 2. (Concluded.)

INSTITUTIONS FOR GENERAL EDUCATION.

GOVERNMENT SCHOOLS.

Annual Return for the year ending 31st March 1870—71.

1	2	3	4	5	6	7	8	9
Name of Institution.	Locality.	When established.	Number of Teachers and Pupils on the Rolls at the end of the year.				Average Number of Pupils in the School during the year.	Average Number of Pupils who study daily.
			Teachers.	Scholastics.	Others.	Total.		
LOWER CLASS. (*Continued.*)								
ANGLO-VERNACULAR.								
Taluk School	Hosur							
	Bellapura							
	Chennapet							
	Bidi Mandoor							
	Bhoogur							
	Uthoor							
	Sagar							
	Kotaya							
	Total							
Taluk School	Tarekere							
	Kadoor							
	Kyfee							
	Turkere							
	Chikmagalore							
	Sringeree							
	Koppah							
	Koigher							
	Total							
Taluk School	Chikkoorg							
	Nuggur							
	Honnoor							
	Hyngul							
	Tirtagoor							
	Bullore							
	Mudduvadee							
	Sagara							
	Kyfee							
	Cudoor							
	Total							
Mahomedan School	Mysore							
	Kolar							
	Chitta Ballapore							
	Tumkoor							
	Chitaldroog							
	Total							
	Total							
	Grand Total							

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION IN MYSORE,
NAGHDROOG, 24th *May* 1871.

10 A	10 B	10 C	10 D	10 E	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	Remarks.
Number of Pupils on the Rolls studying in each language at the end of the year.					Monthly Rate or Rates of Schooling Fee.	Receipts during the year.								Charges during the year.			Difference.		Annual Cost of educating each Pupil.		
English.	Kannada.	Hindustani.	Telugu.	Total.		From the exchequer.	Proceeds of Endowments.	Local Rates or assessments.	Subscriptions and Donations.	Fees or Payments.	No. of Pupils.	Other Items.	Total.	Current.	Extraordinary.	Total.	Excess of the expenditure over the receipts.	Excess of the receipts over the expenditure.	Total Cost.	Cost to Government.	
						NAGAR DIVISION.															
					1 Anna																
					2 Annas																
					4 Annas																
					8 Annas																
					12 Annas																
					16 Annas																
					24 Annas																
					32 Annas																
					48 Annas																
					64 Annas																
					80 Annas																
					96 Annas																
					112 Annas																
					128 Annas																
					144 Annas																
					160 Annas																
					176 Annas																
					192 Annas																
					208 Annas																
					224 Annas																
					240 Annas																
					256 Annas																
					272 Annas																
					288 Annas																
					304 Annas																
					320 Annas																
					336 Annas																
					352 Annas																
					368 Annas																
					384 Annas																
					400 Annas																
					416 Annas																
					432 Annas																
					448 Annas																
					464 Annas																
					480 Annas																
					496 Annas																
					512 Annas																

J. GARRETT,
Director of Public Instruction, Mysore & Coorg.

No. 2.

INSTITUTIONS FOR GENERAL EDUCATION.

Government Girls' Schools.

Annual Return for the year ending 31st March 1870—71.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	Remarks
Name of Institution.	Locality.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Daily Attendance of Pupils during the year.	Percentage of Daily Attendance of Pupils attending the year.	Number of Pupils on the Rolls remaining to mark to progress at the end of the year.				Monthly Rate or Rates of Schooling Fee.	Receipts during the year.							Charges during the year.			Difference.		Annual Cost of educating each Pupil.		
			Hindus.	Mahomedans.	Others.	Total.			Christian.	Eurasian.	Hindus.	Others.	Total.		From Government.	From Municipal Funds.	From Local Fees or Assessments.	From Subscriptions, Donations, &c.	From Fees, Rents, &c.	From other Sources.	Total.	Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.	
Boys Girls' School	Bangalore	1860	22	—	—	22			—	—	—	—	—														
" " "	Cuddalore	1858	22	1	—	23			—	—	22	—	22	1 Re.													
" " "	Kumbakonam	1858	—	—	—	—			—	—	—	—	—														
" " "	Vellore	1859	—	—	—	—			—	—	—	—	—														
" " "	Hosur	1870	—	—	—	—			—	—	—	—	—														
		Total.	113	1	—	114	107	114	—	—	113	—	113	—	1,074	0 0	—	—	—	0	0 0	40	0 0	1,074	13 3	1,035	10 9	1,035	10 9	34	4 6	—	9	6	9	6	

INSTITUTIONS FOR SPECIAL EDUCATION.

Government Schools.

Annual Return for the year ending 31st March 1870—71.

General Normal School	Bangalore	1851	12	9	—	—	—	—	1,359	11 10	—	—	—	—	—	—	—	—	—	—	—	8,895	8 6	3,732	11 10	85	0 0	3,814	11 10	158	6 11	158	10 11	
Hill Normal School	Nandidroog Division	1868	12	—	—	—	—	—	2,265	7 4	—	—	—	—	—	—	—	—	—	—	—	2,265	6 2	2,264	10 8	1 0	11 4	2,265	8 0	—	—	65	6 11	65	6 11	
Do do	Arkalgoodu Division	1868	12	—	—	—	—	—	2,414	11 5	—	—	—	—	—	—	—	—	—	—	—	2,414	11 5	2,414	11 5	—	—	2,414	11 5	—	—	68	6 8	68	6 8	
Do do	Nayar Division	1868	12	—	—	—	—	—	1,525	11 5	—	—	—	—	—	—	—	—	—	—	—	1,525	11 5	1,290	11 5	35	14 6	1,325	11 5	200	0 0	65	6 8	65	6 8	
Engineering School	Bangalore	1860	12	—	3	—	15	14	2,000	11 6	—	—	—	—	—	—	—	—	117	0 0	9	2,000	11 6	4,812	11 6	250	11 6	5,062	11 6	317	11 6	—	—	337	11 6	337	11 6	
	Total.		148	9	3	159	154	159	10,563	13 10	—	—	—	—	—	—	—	—	117	0 0	9	27,553	15 6	14,513	15 6	373	15 6	14,139	15 6	740	11 6	—	—	573	11 6	573	11 6	
	Grand Total.		290	10	3	303	301	317	10,712	14 6	—	—	—	—	—	—	—	—	117	0 0	9	28,553	3 6	14,782	3 6	329	6 6	14,452	14 6	922	6 11	—	—	911	3 10	911	3 10	

Office of the Director of Public Instruction,
Nandidroog, 24th *May* 1871.

J. GARRETT,
Director of Public Instruction.

No. 4.

INSTITUTIONS FOR GENERAL EDUCATION.

GOVERNMENT HOBLI SCHOOLS.

Annual Return for the year ending 31st March 1870—71.

1	2	3	4	5	6	7	8	9	10	11	12	13	14
Number.	Takok.	Hóbli.	Village in which School is established.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.	Remarks.
					Hindus.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.		
BANGALORE DISTRICT.													
1	Bangalore ...	Agara	Agara	October 1869 ...	24	2	...	26	...	26	...	84 0 0	
2		Yesavanchapura ...	Hebbála	Do ...	22	4	...	26	...	26	...	84 0 0	
3	Yelahanka ...	Yelahanka ...	Bánávára	September 1869 ...	22	2	...	24	...	24	...	84 0 0	
4		Jála	Bettahalasúru ...	May 1869 ...	25	...	...	25	...	25	...	84 0 0	
5		Krishnarájapura ...	Krishnarájapura ...	Do ...	10	...	...	10	...	10	...	84 0 0	
6	Hosakótá ...	Gubbi	Biluruballi	Do ...	22	...	...	22	...	22	...	84 0 0	
7		Kádgódi ...	Kádgódi	Do ...	47	3	...	50	...	50	...	84 0 0	
8		Hosakótá ...	Lakkondahalli ...	November 1869 ...	26	...	...	26	...	26	...	50 5 8	
9		Sálibelé ...	Sálibelé	May 1869 ...	36	10	...	46	...	46	...	84 0 0	
10		Vágatta ...	Vágtata	Do ...	41	7	...	48	...	48	...	84 0 0	
11		Hullaru ...	Távarékere ...	Do ...	14	...	...	14	...	14	...	84 0 0	
12		Nandagudi ...	Hinlganálu ...	October 1869 ...	37	8	...	45	...	45	...	84 0 0	
13	Dévanhalli ...	Kallahalli ...	Kyálanúru	May 1869 ...	32	3	...	35	...	35	...	84 0 0	
14		Jangamakóté ...	Jangamakóte ...	Do ...	17	...	...	17	...	17	...	84 0 0	
15		Vadigénahalli ...	Mélúrú	Do ...	27	...	...	27	...	27	...	84 0 0	
16		Chennaráyapatna ...	Chennaráyapatna ...	Do ...	21	...	...	21	...	21	...	84 0 0	
17		Bódigere ...	Bódigere	Do ...	77	...	...	77	...	77	...	113 2 8	
18		Dévanahalli ...	Kasavanangala ...	September 1870 ...	24	3	..	27	...	27	...	52 8 0	
19		Kurubina ...	Bíramadra	May 1869 ...	15	...	...	15	...	15	...	84 0 0	
20	Dodda Ballápura ...	Rájagatta ...	Mélkóté	Do ...	40	2	...	42	...	42	...	76 12 9	
21		Túbagere ...	Túbagere	October 1869 ...	44	...	...	44	...	44	...	84 0 0	
22		Hulikunté ...	Hulikunté	May 1869 ...	15	...	...	15	...	15	...	76 12 9	
23		Honnávara ...	Honnávara	April 1870 ...	18	...	...	18	...	18	...	84 0 0	
24		Kódihalli ...	Márasandra	October 1869 ...	24	...	...	24	...	24	...	84 0 0	
25		Kákólla ...	Kákólla... ...	June 1870 ...	10	...	...	10	...	10	...	56 0 0	
26		Dodda Ballápura ...	Avalumalligé ...	February 1871 ...	10	...	...	10	...	10	...	14 0 0	
27		Tippúru ...	Hanabé... ...	October 1869 ...	22	2	...	24	...	24	...	84 0 0	
28		Nelamangala ...	Aulúru ...	September 1870 ...	15	3	...	18	...	18	...	49 0 0	
29	Nelamangala ...	Sondékoppa ...	Sondékoppa	Do ...	44	2	...	46	...	46	...	42 0 0	
30		Mainahalli ...	Mainahalli	July 1869 ...	36	...	...	36	...	36	...	84 0 0	
31		Bégúru ...	Bégúru	September 1869 ...	15	...	...	15	...	15	...	66 8 0	
32		Doddabelé ...	Doddabelé	Do ...	12	1	...	13	...	13	...	84 0 0	
33		Tyámagondlu ...	Billamaté	May 1869 ...	13	...	...	13	...	13	...	84 0 0	
34		Nágallu ...	Dobbaté	August 1870 ...	11	...	...	12	...	12	...	52 8 0	
35	Mágadi ...	Hulikalla ...	Hulikalla	Do ...	22	...	...	22	...	22	...	45 13 3	
36		Kudúru ...	Kudúru	October 1869 ...	42	2	...	44	...	44	...	84 0 3	
37		Sólúru	Sólúru	September 1870 ...	41	8	...	49	...	49	...	45 13 3	
38		Gudémáranahalli ...	Mútagondaballi ...	August 1870 ...	36	2	...	38	...	38	...	49 13 10	
39		Sátanúru ...	Kalya	March 1871 ...	10	...	...	10	...	10	...	7 0 0	
40	Kengéri ...	Távarékere ...	Távarékere ...	May 1869 ...	15	5	...	20	...	20	...	84 0 0	
41		Vuttrahalli ...	Vuttrahalli ...	December 1870 ...	23	...	...	23	...	23	...	24 6 3	
42		Kengéri ...	Chikkanahalli ...	May 1869 ...	26	...	...	26	...	26	...	100 4 2	
43		Ekkali	Ekkali	February 1871 ...	35	1	...	36	...	36	...	11 12 0	
44	Channapatna ...	Malúru ...	Malúru	August 1870 ...	31	...	...	31	...	31	...	52 8 0	
45		Medigere ...	Mákenda ...	February 1871 ...	15	...	...	15	...	15	...	14 0 0	
46		Channapatna ...	Mucahalli ...	April 1870 ...	17	...	...	17	...	17	...	85 1 4	
47		Hengánúru ...	Hengánúru ...	September 1870 ...	28	...	...	28	...	28	...	52 8 0	
48		Virupákshipura ...	Akkúru ...	February 1871 ...	15	...	...	15	...	15	...	14 0 0	
49	Clóspété ...	Málali ...	Málavanchi ...	May 1869 ...	12	...	...	12	...	12	...	84 0 0	
50		Kúnagallu ...	Kúnagallu ...	February 1871 ...	6	...	...	6	...	6	...	14 0 0	

No. 4.

INSTITUTIONS FOR GENERAL EDUCATION.

(*Continued.*)

GOVERNMENT HOBLI SCHOOLS.

Annual Return for the year ending 31st March 1870—71.

1	2	3	4	5	6	7	8	9	10	11	12	13	
Number.	Taluk.	Hobli.	Village in which School is established.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.	Remarks.
					Hindu.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.		
District.													
BANGALORE DISTRICT. (*Contd.*)													
51	Chesepété (*Continued.*) ...	Bhairamangala	Bhairamangala	February 1871 ...	21	...	...	21	...	21	...	14	0 0
52		Cosepété	Songanahalli	Do ...	15	...	...	15	...	15	...	14	0 0
53	Anekallu ...	Jigani	Jigani	March 1870 ...	20	...	...	20	...	20	...	70	0 0
54		Attibelé	Attibelé	May 1869 ...	31	4	...	35	...	35	...	120	9 16
55		Iggalúru	Iggalúru	September 1870 ...	11	...	...	11	...	11	...	45	13 4
56		Hártagablé	Háragablé	Do ...	7	...	...	7	...	7	...	45	13 4
57	Sarjápura ...	Sarjápura	Dommasandra	Do ...	41	6	...	47	...	47	...	49	3 0
58		Vaitlúru	Gunjúru	April 1870 ...	35	1	...	36	...	36	...	84	0 0
59		Mugalúru	Mugalúru	Do ...	25	...	...	25	...	25	...	84	0 0
60		Bádarukuppé	Bádarukuppé	August 1870 ...	22	...	...	22	...	22	...	45	13 4
61		Bévúru	Bévúru	May 1869 ...	22	...	...	22	...	22	...	84	0 0
62	Kánakánahalli ...	Kánakánahalli	Kánakánahalli	March 1871 ...	16	...	...	16	...	16	...	7	0 0
63		Tungáni	Tungáni	February 1871 ...	10	...	...	10	...	10	...	13	12 0
64		Muduvádi	Muduvádi	March 1871 ...	30	...	...	30	...	30	...	7	0 0
65		Háróhalli	Háróhalli	February 1871 ...	15	...	...	15	...	* 15	...	14	0 0
				Total.....	1,565	80	...	1,645	...	1,645	...	4,042	7 2
KOLAR DISTRICT.													
1	Kolár ...	Vakkaléri	Vakkaléri	May 1869 ...	25	5	...	30	...	30	...	84	0 0
2		Vémagallu	Vémagallu	Do ...	14	5	...	19	...	19	...	84	0 0
3		Haratí	Chámarahalli	Do ...	13	...	...	13	...	13	...	84	0 0
4		Uttúru	Devaráyasamdra	February 1869 ...	54	...	...	54	..	54	...	126	10 6
5		Sagatúru	Sagatúru	Do ...	12	...	...	12	..	12	...	84	0 0
6		Holúru	Holúru	Do ...	18	...	...	18	..	18	...	84	0 0
7		Muttuvádi	Muttuvádi	May 1869 ...	10	5	...	15	...	15	...	84	0 0
8		Kolár	Bigalé Hosahalli	October 1869 ...	20	4	...	24	...	24	...	84	0 0
9	Málúru ...	Hulithénahalli	Hulithénahalli	February 1869 ...	10	2	...	12	...	12	...	84	0 0
10		Hálibelé	Koppa	Do ...	35	2	...	37	...	37	...	84	0 0
11		Narasápura	Sivárpatna	May 1869 ...	21	3	...	24	...	24	...	84	0 0
12		Tyákulla	Yelavagali	Do ...	12	...	...	12	...	12	...	84	0 0
13		Kuliyanúru	Kuliyanúru	Do ...	23	1	...	24	...	24	...	84	0 0
14		Málúru	Sámahalli	Do ...	22	1	...	23	...	23	...	84	0 0
15		Lakkúru	Lakkúru	February 1869 ...	21	1	3	25	...	25	...	84	0 0
16		Másthi	Másthi	April 1869 ...	23	3	...	26	...	26	...	84	0 0
17	Bétmangala ...	Kamasandra	Kamasandra	September 1869 ...	28	...	...	28	...	28	...	84	0 0
18		Dásarahosahalli	Urlga	February 1869 ...	18	2	...	20	...	20	...	84	0 0
19		Súlikunté	Súlikunté	May 1869 ...	12	4	2	18	...	18	...	84	0 0
20		Bétmangala	Bétmangala	Do ...	13	3	...	16	..	16	...	84	0 0
21		Kyásamballi	Kasadru	February 1869 ...	14	...	...	14	...	14	...	84	0 0
22		Bélliódé	Bélliódé	May 1869 ...	20	1	...	21	...	21	..	84	0 0
23		Rámaságara	Servarédihalli	October 1869 ...	14	...	...	14	...	14	...	84	0 0
24		Távalúru	Táyalúru	February 1869 ...	16	* 3	...	19	..	19	...	84	0 0
25	Mulabágalu ...	Mallináyakanahalli	Mallináyakanahalli	April 1870 ...	9	...	...	9	...	9	...	84	0 0
26		Mailabúru	Mailabúru	Do ...	13	...	...	13	...	13	...	84	0 0
27		Nangali	Nangali	February 1870 ...	10	2	...	12	...	12	...	84	0 0
28		Uttanúru	Mallyanúru	May 1869 ...	28	...	...	28	...	28	...	84	0 0
29		Mulabágalu	Kappalandagu	April 1870 ...	22	1	...	23	...	23	...	84	0 0
30		Anvani	Kotthamangala	October 1869 ...	15	1	...	16	...	16	...	84	0 0
31		Dogganúru	Agara	February 1869 ...	29	...	...	29	...	29	...	82	9 7

No. 4. (*Continued.*)

INSTITUTIONS FOR GENERAL EDUCATION.

GOVERNMENT HOBLI SCHOOLS.

Annual Return for the year ending 31st March 1870—71.

1	2	3	4	5	6	7	8	9	10	11	12	13	
Number.	Taluk.	Hôbli.	Village in which School is established.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.	Remarks.
					Hindus.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.		
KOLAR DISTRICT. (*Continued.*)													
32	Srinivâspura ...	Adagallu ...	Adagallu ...	September 1869 ...	28	8	...	36	...	36	...	84 0 0	
33		Râyalpâdu ...	Râyalpâdu ...	August 1870 ...	14	1	...	15	...	15	...	56 0 0	
34		Rônûru ...	Rônûru ...	October 1869 ...	13	...	...	13	...	13	...	84 0 0	
35		Sômayâjinapalli ...	Sômayâjinapalli ...	May 1869 ...	23	...	...	23	...	23	...	84 0 0	
36		Yelachûru ...	Yelachûru ...	February 1869 ...	30	3	...	33	...	33	...	84 0 0	
37		Nambihalli ...	Chalkiganahalli ...	Do ...	19	...	...	19	...	19	...	84 0 0	
38		Dalasanûru ...	Dalasanûru ...	May 1869 ...	30	6	..	36	...	36	...	82 9 7	
39		Srînivâspura ...	Nagadêpalli ...	November 1869 ...	15	...	...	15	...	15	...	84 0 0	
40		Nelavanki ...	Yérukâlvé ...	October 1869 ..	30	...	...	30	...	30	...	84 0 0	
41	Ambâjidurga ...	Chintâmani ...	Ganjûru ...	1st March 1869 ...	32	...	...	32	...	32	...	84 0 0	
42		Kaivâra ...	Kaivâra ...	15th Feb. 1869 ...	42	19	...	61	...	61	...	84 0 0	
43		Inganapalli ...	Inganapalli ...	28th April 1869 ...	32	...	...	32	...	32	...	84 0 0	
44		Kunâûru ...	Kunâûru ...	18th Feb. 1869 ...	16	...	...	16	...	16	...	84 0 0	
45		Uppârpêté ...	Uppârpêté ...	13th August 1870 .	14	10	...	24	...	24	...	56 0 0	
46		Muruganalé ...	Hebbéri ...	12th May 1869 ...	24	...	...	24	...	24	...	84 0 0	
47	Sâdhoghatta ...	Ganjigunté ...	Ganjigunté ...	22nd March 1870 .	34	2	...	36	...	36	...	84 0 0	
48		Sadli ...	Dammasandra ...	20th Nov. 1869 ...	24	...	...	24	...	24	...	84 0 0	
49		Sâdhoghatta ...	Abbalubu ...	4th April 1870 ...	20	...	...	20	...	20	...	77 14 5	
50		Chikalnerpa ...	Baradagunté ...	15th Feb. 1869 ...	25	4	...	29	...	29	...	84 0 0	
51		Basattahalli ...	Têkahalli ...	15th Sep. 1869 ...	20	...	...	20	...	20	...	84 0 0	
52		Munganahalli ...	Munganahalli ...	Do ...	18	...	...	18	...	18	...	84 0 0	
53		Keralaparti ...	Pâpatimmanahalli ...	19th October 1869.	14	...	...	14	...	14	...	84 0 0	
54		Mâlûru ..	Kundalgurké ...	27th Nov. 1869 ...	19	...	...	19	...	19	...	84 0 0	
55		Bagatharahalli ...	Kammasangala ...	26th March 1871. .	10	...	...	10	...	10	...	1 5 8	
56	Chikka Ballâpura ...	Manchénahalli ...	Manchénahalli ...	22nd March 1870. .	29	1	...	30	...	30	...	84 0 0	
57		Manchanabelé ...	Manchanabelé ...	11th May 1869 ...	44	...	2	46	...	46	...	84 0 0	
58		Auvati ...	Auvati ...	15th Feb. 1869 ...	40	3	...	43	...	43	...	84 0 0	
59		Nandi ...	Nandi ...	Do ...	14	6	...	20	...	20	...	84 0 0	
60		Pârvasâgara ...	Kéténahalli ...	22nd March 1871. .	10	...	...	10	...	10	...	7 0 6	
61		Periasandra ...	Periasandra ...	March 1871 ..	10	...	...	10	...	10	...	... ...	No return.
62	Gôrîdanûru ...	Hosûru ...	Hosûru ...	22nd March 1870. .	34	6	...	40	...	40	...	84 0 0	
63		Tondêbâvi ...	Tondêbâvi ...	1st Feb. 1871 ...	10	...	...	10	...	10	...	14 0 0	
64		Varavani ...	Varavani ...	15th April 1869 ..	30	...	...	30	...	30	...	84 0 0	
65		Bommasandra ...	Bommasandra ...	26th March 1871. .	10	...	...	10	...	10	...	... ...	No return
66	Gudibanda ...	Gudibanda ...	Hampasandra ...	15th Feb. 1869 ...	30	...	...	30	...	30	...	84 0 0	
67		Mandikallu ...	Mandikallu ...	15th March 1870. .	30	2	...	32	...	32	...	84 0 0	
68		Sônénahalli ...	Sônénahalli ...	13th May 1869 ...	23	...	...	23	...	23	...	84 0 0	
69		Dârinâyakanapâlya ...	Dârinâyakanapâlya ...	15th April 1870 ...	36	7	..	43	...	43	...	84 0 0	
70		Nâgaragere ...	Nâgaragere ...	6th Feb. 1871 ..	25	...	...	25	...	25	...	14 0 0	
71		Nâmagondlu ...	Nâmagondlu ...	1st Sept. 1870 ...	30	...	...	30	...	30	..	49 0 0	
72	Gûmânâyakanapâlya ...	Gûlûru ...	Gûlûru ...	18th March 1870. .	32	...	...	32	...	32	...	84 0 0	
73		Yellampalli ...	Yellampalli ...	1st April 1870 ...	29	2	...	31	...	31	...	84 0 0	
74		Chêlûru ...	Chêlûru ...	15th Sept. 1869 ...	42	1	...	43	...	43	...	84 0 0	
75		Mittêmari ...	Mittêmari ...	1st October 1869...	54	...	...	54	...	54	...	121 4 2	
76		Chalavêlu ...	Pallagallu ...	9th April 1870 ...	12	...	...	12	...	12	...	84 0 0	
77		Pillûru ...	Madlisalli ...	12th Sept. 1870..	10	...	...	10	...	20	...	49 0 0	
78		Patthapâlya ...	Patthapâly ...	1st Sept. 1870 ...	26	...	...	26	...	26	...	49 0 0	
				Total.....	1,733	130	7	1,870	...	1,870	...	5,827 5 11	

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INSTITUTIONS FOR

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Annual Return for the year

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GENERAL EDUCATION.

HOBLI SCHOOLS.

ending 31*st March* 1870—71.

1	2	3	4	5	6	7	8	9	10	11	12	13			
Number.	Taluk.	Hobli.	Village in which School is established.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.			Remarks.
					Hindus.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.				
TOOMKOOR DISTRICT.															
1	Toomkoor ...	Kóra ...	Kestúru ...	March 1869. ...	28	...	...	28	...	28	...	84	0	0	
2		Honnalikó ...	Hobsigere ...	Do	20	...	...	20	...	20	...	84	0	0	
3		Chélúru ...	Bidaré ...	Do	54	...	...	54	...	54	...	84	0	0	
4		Gúlúru ...	Kaidála ...	May 1869. ...	24	...	...	24	...	24	...	84	0	0	
5		Toomkoor ...	Arikere ...	Do	26	...	...	26	...	26	...	84	0	0	
6		Vurdagere ...	Vurdagere ...	Do	35	...	...	35	...	35	...	84	0	0	
7		Bellávi ...	Bellávi ...	September 1869 ...	52	...	...	52	...	52	...	84	0	0	
8	Koratagere ...	Kólála ...	Kólála ...	September 1870. ...	30	...	...	30	...	30	...	49	0	0	
9		Tharalálu ...	Tharalálu ...	Do	30	...	...	30	...	30	...	49	0	0	
10		Thotlagere ...	Thotlagere ...	Do	30	...	...	30	...	30	...	49	0	0	
11		Honnavalli ...	Honnavalli ...	Do	30	...	...	30	...	30	...	49	0	0	
12		Thóvinkere ...	Thóvinkere ...	February 1871. ...	26	...	...	26	...	26	...	14	0	0	
13		Chennaráyadurga ...	Bukkapatna ...	Do	26	...	...	26	...	26	...	14	0	0	
14	Maddagiri ...	Puravara ...	Byaliva ...	May 1869. ...	28	...	...	28	...	28	...	84	0	0	
15		Ittigédibbanahalli ...	Ittigédibbanahalli ...	Do	20	...	...	20	...	20	...	84	0	0	
16		Maddagiri ...	Ganjalagunté ...	September 1869. ...	35	...	...	35	...	35	...	84	0	0	
17		Doddéri ...	Doddéri ...	March 1870. ...	28	...	...	28	...	28	...	84	0	0	
18		Kodagénahalli ...	Kodagénahalli ...	September 1870. ...	26	...	...	26	...	26	...	49	0	0	
19		Midigési ...	Midigési ...	February 1871. ...	20	...	...	20	...	20	...	14	0	0	
20		Hampasandra ...	Hadagru ...	Do	20	...	...	20	...	20	...	14	0	0	
21	Chikkanáyakanahalli ...	Hágalavádi ...	Hágalavádi ...	March 1869 ...	56	...	...	56	...	56	...	84	0	0	
22	Sirá ...	Naidúru ...	Hosúru ...	Do	47	...	...	47	...	47	...	84	0	0	
23		Baragúru ...	Baragúru ...	Do	35	...	...	35	...	35	...	84	0	0	
24		Kallambellé ...	Chikkanáyakanahalli ...	May 1869. ...	38	...	...	38	...	38	...	84	0	0	
25		Hulikunté ...	Hulikunté ...	June 1870. ...	28	...	...	28	...	28	...	70	0	0	
26		Bukkapatna ...	Kurihalli ...	September 1870 ...	30	...	...	30	...	30	...	49	0	0	
27		Sirá	Gula	February 1871. ...	30	...	...	30	...	30	...	14	0	0	
28	Kunigallu ...	Kunigallu ...	Herúru	September 1870 ...	36	...	...	36	...	36	...	49	0	0	
29		Yaliyúru ...	Yediyúru ...	March 1869. ...	40	...	...	40	...	40	...	84	0	0	
30		Hebbúru ...	Thasúru ...	September 1870 ...	32	...	...	32	...	32	...	49	0	0	
31		Chitanhalli ...	Chitanahalli ...	March 1871. ...	24	...	...	24	...	24	...	7	0	0	
32		Kothagere ...	Kothagere ...	Do	20	...	...	20	...	20	...	...	...	...	No. Return.
33	Kadaba ...	Arivúru ...	Ariyúru ...	March 1870 ...	32	...	...	32	...	32	...	84	0	0	
34		Kellúru ...	Sampagé ...	September 1870 ...	26	...	...	26	...	26	...	49	0	0	
35		Máyasandra ...	Máyasandra ...	Do	30	...	...	30	...	30	...	49	0	0	
36	Turivékere ...	Tandiseswara ...	Dandiseswara ...	May 1869. ...	30	...	...	30	...	30	...	84	0	0	
37		Echanúru ...	Echanúru ...	Do	40	...	...	40	...	40	...	84	0	0	
38		Turivékere ...	Maniyúru ...	June 1870. ...	25	...	...	25	...	25	...	70	0	0	
39		Nonavinakere ...	Nonavinakere ...	September 1870. ...	20	...	...	20	...	20	...	49	0	0	
40	Honnavalli ...	Tiptúru ...	Madihalli ...	September 1869 ...	36	...	...	36	...	36	...	84	0	0	
41	Huliyúrdurga ...	Huliyúrdurga ...	Mávatúru ...	Do 1870. ...	30	...	...	30	...	30	...	49	0	0	
42		Uttradurga ...	Yeliyúru ...	March 1871. ...	26	...	...	26	...	26	...	...	...	...	No. Return.
				Total.....	1,299	.....	.....	1,299	...	1,299	...	2,475	0	0	

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INSTITUTIONS FOR GENERAL EDUCATION.

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GOVERNMENT HOBLI SCHOOLS.

Annual Return for the year ending 31st March 1870—71.

1	2	3	4	5	6	7	8	9	10	11	12	13	14
Number.	District.	Taluk.	Hobli.	Village in which School is established.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.	Remarks.
						Hindus.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.		
1	MYSORE DISTRICT.	Mysore	Mysore	Padavarahalli	March 1870	22	...	...	22	...	22	...	84	0 0
2			Lingámbudhi	Hmakallu	May 1869	15	...	...	15	...	15	...	84	0 0
3			Ilavála ...	Ilavála ..	December 1869	32	2	...	34	...	34	...	84	0 0
4			Kadlahalli	Sellépura	Do	39	...	...	39	...	39	...	84	0 0
5			Sindhuvalli	Airahalli	February 1870	8	...	...	8	...	8	...	84	0 0
6		Mysore Ashtagram	Pálahalli	Pálahalli	May 1869	18	...	1	19	...	19	...	84	0 0
7			Chendagallu	Chendagallu	February 1871	13	...	...	13	...	13	...	10	8 0
8			Rangasamudra	Rangasamudra	December 1870	18	...	...	18	...	18	...	21	0 0
9			Hathinúru	Hathinúru	March 1871	16	...	...	16	...	16	...	7	0 0
10		Patna Ashtagram	Kúra ...	Seringapatam	February 1869	34	...	...	34	...	34	...	84	0 0
11			Do ...	Gunjám	July 1869	46	2	...	48	...	48	...	84	0 0
12			Kiragúra	Hirode ...	October 1869	44	...	...	44	...	44	...	84	0 0
13			Thirumalarágara	Lakshmidágara	March 1869	14	...	...	14	...	14	...	75	0 0
14			Kyátamhalli	Kyátanahalli	Do	33	4	...	37	...	37	...	84	0 0
15			Haravu	Haravu	May 1869	28	...	...	28	...	28	...	84	0 0
16			Soethalli	Sethalli ..	December 1870	8	...	...	8	...	8	...	28	0 0
17			Arakere	Arakere	June 1869	25	...	...	25	...	25	...	84	0 0
18			Bannúru	Bannúru	May 1869	15	...	...	15	...	15	...	84	0 0
19		Yalateré	Tippúru	Tippúru	February 1870	33	...	...	33	...	33	...	84	0 0
20			Haradanahalli	Haradanahalli	May 1869	19	...	...	19	...	19	...	84	0 0
21			Sálgráma	Sálgráma	Do	26	...	...	26	...	26	...	84	0 0
22			Mirlé ...	Mirlé ...	February 1869	18	...	...	18	...	18	...	84	0 0
23			Bárahalli	Bárahalli	Do	46	...	...	46	...	46	...	84	0 0
24		Nanjanagúdu ...	Nanjanagúdu	Balanálu	January 1871	10	...	...	10	...	10	...	16	0 6
25			Hedatalé	Helatalé	February 1870	27	...	...	27	...	27	...	84	0 0
26			Kalalé ...	Kalalé ...	February 1869	45	...	...	45	...	45	...	85	9 0
27			Hura ...	Haginaválu	February 1870	18	...	...	18	...	18	...	84	0 0
28		Heggadadévanakóté	Antarasantalé	Jóganahalé	February 1869	46	...	...	46	...	46	...	84	0 0
29		Periyápatna ...	Periyápatna	Periyápatna	March 1869	42	...	...	42	...	42	...	84	0 0
30			Kirujáji	Kattemallavádi	December 1870	20	...	...	20	...	20	...	28	0 0
31			Pettadapura	Pettadapura	February 1871	27	...	...	27	...	27	...	14	0 0
32		Mandya	Mandya	Sátenúra	May 1869	20	...	...	20	...	20	...	84	0 0
33			Yeliyúru	Holalu ...	December 1869	13	...	...	13	...	13	...	84	0 0
34			Kottatti	Guttalu	November 1870	34	...	...	34	...	34	...	35	0 0
35			Dudda ...	Madagadúru	March 1869	27	...	...	27	...	27	...	84	0 0
36			Mattigere	Mattigere	Do	21	...	...	21	...	21	...	84	0 0
37			Basarálu	Basarálu	Do	22	...	...	22	...	22	...	84	0 0
38		Maddúru	Maddúru	Déshalli	February 1871	13	...	...	13	...	13	...	14	0 0
39			Kudarégundi	Kudarégundi	Do	5	...	...	5	...	5	...	14	0 0
40			Doddarasanakere	Doddarasanakere	Do	14	...	...	14	...	14	...	14	0 0
41			Tippúru	Hennalagere	December 1869	11	...	...	11	...	11	...	84	0 0
42			Antankúru	Kesthúru	September 1870	30	...	...	30	...	30	...	44	9 1
43		Malavalli	Kiragávalu	Kiragávalu	August 1870	12	16	...	28	...	28	...	54	6 0
44		Talakádu ...	Talakádu	Talakádu	February 1869	30	...	...	30	...	30	...	84	0 0
45			Purigala	Belakavádi	June 1870	18	...	...	18	...	18	...	70	0 0
46			Sósalé ...	Sósalé ...	December 1870	18	...	...	18	...	18	...	28	0 0
47			Táyúru ...	Táyúru ...	Do	28	...	...	28	...	28	...	28	0 0
48			Múgúru	Múgúru	May 1869	51	...	...	51	...	51	...	84	0 0
49		Chámarájanagara	Chámarájanagara	Hánasamudra	Do	28	...	...	28	...	28	...	84	0 0
50			Kágalvádi	Sangúru	February 1869	27	...	...	27	...	27	...	84	0 0

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INSTITUTIONS FOR GENERAL EDUCATION.

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GOVERNMENT HOBLI SCHOOLS.

Annual Return for the year ending 31st March 1870—71.

1	2	3	4	5	6	7	8	9	10	11	12	13	
Number.	Taluk.	Hobli.	Village in which School is established.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.	Remarks.
					Hindus.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.		
District.													
Mysore Dr. (*Contd.*)													
51	Chámaráyanagara (*Contd.*)	Honganúru	Hongaúru	March 1870	18	...	...	18	...	18	...	84	0 0
52		Aulúru	Aulúru	January 1870	18	...	...	18	...	18	...	70	0 0
53		Santémárahalli	Kalaru	May 1869	44	...	...	44	...	44	...	84	0 0
54		Ummattúru	Ummattúru	February 1871	12	...	...	12	...	12	...	14	0 0
55		Dévanúru	Tagalúru	October 1870	24	...	...	24	...	24	...	42	0 0
56		Kottalavádi	Kottalavádi	December 1870	10	...	...	10	...	10	...	28	0 0
57	Gundlupété	Tirakanámbi	Tirakanámbi	May 1869	34	3	...	37	...	37	...	84	0 0
58		Harahanahalli	Harahanahalli	Do	20	...	...	20	...	20	...	84	0 0
59	Yelandúru	Maddúru	Maddúru	Do	22	...	...	22	...	22	...	84	0 0
				Total.....	1,429	27	1	1,457	...	1,457	...	3,849	1 11
Hassan District.													
1	Hassan	Malihalli	Upasi	27th February 1869	36	...	...	36	...	36	...	84	0 0
2		Gráma	Gráma	Do	27	...	...	27	...	27	...	84	0 0
3		Sáligramé	Sáligramé	Do	18	...	...	18	...	18	...	84	0 0
4		Hassan	Bádvanahalli	Do	24	...	...	24	...	24	...	84	0 0
5		Kasaba	Ambega	15th Dec. 1870.	24	...	...	24	...	24	...	28	0 0
6		Attavára	Attavára	March 1871.	20	...	...	20	...	20	...	7	0 0
7	Manjarábád	Muligere	Muligere	February 1869	27	...	...	27	...	27	...	84	0 0
8	Mahárájanadurga ...	Poonáthapura	Poonáthapura	Do	18	...	...	18	...	18	...	84	0 0
9		Górúru	Górúru	Do	20	...	...	20	...	20	...	84	0 0
10		Mutrigé	Bhartúru	December 1870.	20	...	...	20	...	20	...	28	0 0
11	Arakalagúdu	Krishnarája Katti	Rudrapatna	February 1869.	33	...	...	33	...	33	...	84	0 0
12		Harasógé	Harasogé	Do	23	...	...	23	...	23	...	84	0 0
13		Konnúru	Konnúru	October 1869.	30	...	...	30	...	30	...	84	0 0
14		Arakalagúdu	Helbalé	December 1870.	26	...	...	26	...	26	...	28	0 0
15		Basavapatna	Basavapatna	Do	23	...	...	23	...	23	...	28	0 0
16		Marúru	Marúru	Do	20	...	...	20	...	20	...	28	0 0
17		Malliputna	Dodda Penmuti	Do	26	...	...	26	...	26	...	28	0 0
18	Attikuppa	Santéháchahalli	Santéháchahalli	February 1869 ..	30	...	...	30	...	30	...	84	0 0
19		Sindhughatta	Jagamakere	January 1870. ...	40	...	...	40	...	40	...	84	0 0
20		Bókanakere	Bókanakere	August 1870. ...	27	...	...	27	...	27	...	49	0 0
21		Mélkóté	Mélkóté	Do	93	...	...	93	...	93	...	84	0 0
22		Akkihebbalu	Akkihebbalu	December 1870. ...	25	...	...	25	...	25	...	28	0 0
23		Attikuppa	Agrahárabáchalli	Do	18	...	...	18	...	18	...	28	0 0
24		Kannambádi	Kannambádi	Do	29	...	...	29	...	29	...	28	0 0
25		Kikkéri	Kikkéri	Do	40	...	...	40	...	40	...	28	0 0
26	Bélúru	Adagúru	Adagúru	February 1869. ...	21	...	...	21	...	21	...	84	0 0
27		Nervé	Gódihálu	Do	25	...	...	25	...	25	...	84	0 0
28		Anillé	Hálúri	April 1869. ...	24	...	...	24	...	24	...	84	0 0
29		Mélupalu	Aggalalu	March 1869. ...	20	...	...	20	...	20	...	76	0 0
30	Channaráyapatna ...	Anékere	Yeliyúru	December 1870. ...	28	...	...	28	...	28	...	28	0 0
31		Dáliga	Santésivara	Do	19	...	...	19	...	19	...	28	0 0
32		Nuggihalli	Jambúru	Do	14	...	...	14	...	14	...	28	0 0
33		Sravanabelagula	Sravanabelagula	Do	53	...	...	53	...	53	...	28	0 0
34		Hirisávé	Hirisávé	Do	20	...	...	20	...	20	...	28	0 0
35	Nágamangala	Bhímanahalli	Dévalápura	March 1869. ...	35	...	...	35	...	35	...	84	0 0
36		Mammahalli	Chimiya	February 1870. ...	42	...	...	42	...	42	...	84	0 0
37		Belúru	Belúru	Do	32	...	...	32	...	32	...	28	0 0
38		Nágamangala	Pálagrahára	December 1869. ...	10	...	...	10	...	10	...	28	0 0

No. 4.

INSTITUTIONS FOR GENERAL EDUCATION.

(*Continued.*)

GOVERNMENT HOBLI SCHOOLS.

Annual Return for the year ending 31st March 1870—71.

1	2	3	4	5	6	7	8	9	10	11	12	13		
Number.	Taluk.	Hobli.	Village in which School is established.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.		Remarks.
					Hindus.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.			
District.												Rs.	A.	P.
HASSAN (*Contd.*)														
39	Nágamangala (*Contd.*)	Bindiganavelá	Bindiganavelá	December 1870.	23	...	...	23	...	23	...	28	0	0
40	Bárasahalli	Gandisi	Gandisi	Do	26	...	...	26	...	26	...	28	0	0
41	Narasipura	Mádápura	Mádápura	April 1869.	17	...	...	17	...	17	...	84	0	0
42		Mávinkeré	Halébíté	February 1869.	38	...	...	38	...	38	...	84	0	0
43		Nilluvani	Dodda Kaluvu	December 1870	28	...	...	28	...	28	...	28	0	0
44		Narsipura	Hippé	Do	10	...	...	10	...	10	...	28	0	0
45		Ganni	Ganni Agrahára	Do	17	...	...	17	...	17	...	28	0	0
				Total.....	1,230	...	...	1,230	...	1,230	...	1,428	0	0
SHIMOGA.														
1	Shikáripura	Belagávi	Belagávi	March 1870	26	5	...	31	...	31	...	84	0	0
2		Issúru	Issúru	March 1869	20	...	...	20	...	20	...	49	0	0
3		Mugalagere	Mugalagere	March 1870	18	...	...	18	...	18	...	77	0	0
4		Jambúru	Mochadi	September 1869	23	...	...	23	...	23	...	84	0	0
5	Shimoga	Holébennuru	Sanyásikodamagé	March 1869	37	5	...	42	...	42	...	126	9	3
6		Anvéri	Gudamagatté	Do	25	...	...	25	...	25	...	84	0	0
7		Ayanúru	Ayanúru	September 1869	15	...	...	15	...	15	...	84	0	0
8		Kúlli	Pilangere	March 1870	32	...	...	32	...	32	...	84	0	0
9		Gájanúru	Gájanúru	Do	22	...	...	22	...	22	...	84	0	0
10		Haramagatté	Súthukóté	September 1869	18	...	1	19	...	19	...	84	0	0
11		Kúligere	Arekere	August 1870	34	...	...	34	...	34	...	55	12	5
12		Benkipura	Benkipura	Do	23	...	...	23	...	23	...	55	12	5
13	Chennagiri	Nallúru	Nallúru	March 1869	14	8	...	22	...	22	...	83	8	0
14		Dévarahalli	Dévarahalli	August 1870	30	...	...	30	...	30	...	55	12	5
15		Addigere	Addigere	March 1870	25	2	...	27	...	27	...	84	0	0
16		Rájagonalanahalli	Padumatti	August 1870	42	...	...	42	...	42	...	55	12	5
17	Honnáli	Honnáli	Honnáli	Do	45	1	1	47	...	47	...	49	0	0
18	Anantapura	Anantapura	Anantapura	March 1870	48	...	...	48	...	48	...	83	0	0
19		Masarúru	Binnavalli	March 1869	12	...	...	12	...	12	...	84	0	0
20	Kávaledurga	Thárthahalli	Thárthahalli	March 1870	34	...	2	36	...	36	...	67	8	3
21	Ságara	Keladi	Keladi	August 1870	29	...	...	29	...	29	...	43	0	0
22		Siruvanté	Siruvanté	March 1870	18	4	...	22	...	22	...	84	0	0
23		Do.	Baralavalli	August 1870	21	...	...	21	...	21	...	49	0	0
24		Thalaguppé	Thalaguppé	Do	26	...	...	26	...	26	...	49	0	0
25	Soraba	Soraba	Muthaguppé	Do	27	2	...	29	...	29	...	55	12	5
26		Kyásanúru	Hosahalé	Do	17	..	...	17	...	17	...	55	12	5
27		Tiavanandi	Kevehalli	Do	40	...	..	40	...	40	...	47	10	4
28		Kyásanúru	Nisrani	March 1871	13	...	...	13	...	13	...	9	0	0
29		Annavatti	Annavatti	Do	20	...	...	20	...	20	...	9	0	0
				Total.....	754	27	4	785	...	785	...	1,916	14	4
KADOOR.														
1	Chikkamagalúru	Hirémagalúru	Hirémagalúru	March 1869	38	2	...	40	...	40	...	84	0	0
2		Lakya	Lakya	Do	28	3	...	31	...	31	...	84	0	0
3		Mattavara	Mugutihalli	Do	18	1	...	19	...	19	...	84	0	0
4		Malalúru	Malalúru	Do	18	...	...	18	...	18	...	84	0	0
5		Balavádi	Balavádi	Do	20	...	...	20	...	20	...	83	0	0

No. 4.

INSTITUTIONS FOR

GOVERNMENT

Annual Return for the year

(Concluded.)

GENERAL EDUCATION.

HOBLI SCHOOLS.

ending 31st March 1870—71.

1	2	3	4	5	6	7	8	9	10	11	12	13	14
Number.	Taluk.	Hobli.	Village in which School is established.	When established.	Number of Pupils on the Rolls at the end of the year. Hindus.	Mahomedans.	Others.	Total.	Average Number of Pupils attending daily.	Number of Pupils studying in each language. Kanarese.	Telugu.	Total Annual Cost.	Remarks.
KADOOR. (*Contd.*)													
6	Chikkamagalúru (*Contd.*) ...	Karagatta	Karagatta	March 1869 ...	40	...	...	40	...	40	...	84 0 0	
7		Kenkere	Billihalli	August 1870 ...	44	...	...	44	...	44	...	49 0 0	
8		Nárapura	Thimmasandi	February 1871 ...	10	...	...	10	...	10	...	14 0 0	
9		Moslé	Mosle	Do ...	20	...	...	20	...	20	...	14 0 0	
10	Kadoor	Patnagere	Patnagere	March 1869 ...	13	...	...	13	...	13	...	84 0 0	
11		Nidaghatta	Nidaghatta	August 1870 ...	35	...	...	35	...	35	...	49 0 0	
12		Bramasamudra	Bramasamudra	September 1870 ...	16	...	...	16	...	16	...	42 0 0	
13	Tarikere	Ajjampura	Ajjampura	February 1871 ...	15	...	...	15	...	15	...	14 0 0	
14		Lingadahalli	Lingadahalli	March 1869 ...	31	...	...	31	...	31	...	76 8 9	
15		Doranahalu	Doranahalu	August 1870 ...	22	...	...	22	...	22	...	42 0 0	
16	Bánávára	Jávagal	Jávagal	March 1869 ...	45	...	...	45	...	45	...	84 0 0	
17		Chilagúru	Chilagúru	August 1870 ...	25	...	...	25	...	25	...	49 0 0	
18	Wastára	Kadagalnádu	Hosahalli	November 1869 ...	15	...	...	15	...	15	...	65 12 0	
19		Anúru	Anúru	March 1869 ...	8	...	...	8	...	8	...	80 0 0	
20		Bidranádu	Chikkamagaravalli	March 1870 ...	12	15	...	27	...	27	...	77 0 0	
21		Kunlavalli	Kunlavalli	August 1870 ...	23	...	...	23	...	23	...	49 0 0	
				Total.....	496	21	...	517	...	517	...	1,292 4 9	
CHITALDROOG.													
1	Chitaldroog	Siddappanahalli	Siddappanahalli	March 1871 ...	...	...	...	...	...	...	...	... ...	No return.
2		Chitaldroog	Rangappanahalli	April 1869 ...	16	...	...	16	...	16	...	84 0 0	
3		Chitrahalli	Godalanahalu	Do ...	20	...	...	20	...	20	...	84 0 0	
4		Turuvanúru	Turvanúru	September 1869 ...	39	...	...	39	...	39	...	84 0 0	
5		Tálya	Tálya	March 1870 ...	53	...	...	53	...	53	...	84 0 0	
6	Hiriyúru	Iyamengala	Harati	February 1871 ...	12	...	...	12	...	12	...	84 0 0	
7	Dávanagere	Máyakonda	Máyakonda	April 1869 ...	20	...	...	20	...	20	...	77 0 0	
8		Dávanagere	Beturu	March 1870 ...	30	...	...	30	...	30	...	84 0 0	
9		Anaji	Anaji	March 1871 ...	10	...	...	10	...	10	...	... .	No return.
10	Hosdurga	Bégúru	Bégúru	April 1869 ...	55	...	...	55	...	55	...	84 0 0	
11	Pávagada	Muguluhubetta	Anekere	Do ...	20	...	...	20	...	20	...	84 0 0	
12		Pávagada	Kannanadi	March 1870 ...	15	...	...	15	...	15	...	84 0 0	
13		Nidagallu	Nyávadagunté	April 1870 ...	11	...	...	11	...	11	...	84 0 0	
14	Harihara	Kondaji	Baki	November 1870 ...	28	...	...	28	...	28	...	84 0 0	
15	Doddéri	Náyikanahatti	Náyikanahatti	December 1870 ...	25	...	...	25	...	25	...	28 0 0	
16	Bélihálu	Budihálu	Heggere	February 1871 ...	32	...	...	32	...	32	...	10 8 0	
				Total.....	378	...	...	378	...	378	...	1,039 8 0	

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION IN MYSORE,
NANDIDROOG, 24*th May* 1871.

J. GARRETT,
Director of Public Instruction.

1	2	3	4	5	6	7	8	9
Name of Institution	Locality.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls monthly.	Average Number of Pupils attending daily.
			Hindus.	Mahomedans.	Others.	Total.		
Higher Class.								
English.								
1 Bishop Cotton's School... ...	Bangalore ...	1865	...	...	79	79	75	70
2 St. Andrew's School	Do ...	1866	...	...	67	67	58	58
Anglo Vernacular.								
3 London Mission Institution ...	Do ...	1847	91	7	38	136	139	120
4 Native Educational Institution ...	Do ...	1851	312	18	10	340	328	270
5 Wesleyan Mission School ...	Mysore ...	1855	200	8	12	220	220	185
		Total....	603	33	206	842	820	703
Middle Class.								
English.								
6 Cantonment Orphanage ...	Bangalore ...	1866	...	...	50	50	50	50
7 Ordnance School	Fort	1832	1	...	23	24	27	23
8 St. John's District School ...	Bangalore ...	1854	9	...	61	70	67	58
Anglo Vernacular.								
9 London Mission Cantonment School.	Do ...	1854	96	6	12	114	110	95
10 " " Alsúr "	Do ...	1862	82	...	2	84	86	66
11 St. Joseph's Catholic Seminary English	Do ...	1857	19	6	94	119	82	74
12 St. Mary's Catholic Seminary ...	Do ...	1854	22	...	...	22	21	20
13 St. Patrick's Catholic Seminary ...	Do ...	1860	35	...	42	77	66	66
14 Boy's Orphanage	Toomkoor ...	1865	74	...	...	74	74	74
	Total.....		338	12	284	634	583	526
	Grand Total.....		941	45	490	1,476	1,403	1,229

Office of the Director of Public Instruction in Mysore,
Nandidroog, 24*th May* 1871.

No. 5.

INSTITUTIONS FOR GENERAL EDUCATION.

Grants-in-aid Boys' Schools.

Annual Return for the year ending 31st March 1870—71.

10 A	10 B	10 C	10 D	10 E	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	Remarks
Number of Pupils on the Rolls studying in each language at the end of the year.					Monthly Rate or Rates of Schooling Fee.	Receipts during the year.								Charges during the year.			Difference.		Annual Cost of educating each Pupil.		
English.	Kanarese.	Hindustani.	Telugu.	Tamil.		From Government.	Proceeds of Endowments.	Local Rate or Assessment.	Subscription, Donation, &c.	Fees, Fines, &c.	Sale of Books	Other Sources.	Total.	Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.	
29	...	...	...	...	3, 4, 6 & 8 Rs.	3,736 0 0	...	...	...	6,086 0 0	...	...	9,851 0 0	9,557 3 11	393 4 0	9,950 7 11	...	99 7 11	132 10 9	50 1 3	
67	...	2	...	1	3, 5, & 6 Rs.	2,499 0 0	...	...	...	4,721 9 10	...	...	7,121 9 10	6,111 11 0	207 14 4	6,319 9 4	802 0 6	...	108 15 4	41 6 1	
136	136	...	...	...	8 As. to 2 Rs.	600 0 0	...	...	...	1,149 14 0	...	...	...	...	...	...	...	...	...	...	
240	200	...	...	...	1-1-6-2 Rs. 8,12 As.	2,400 0 0	...	...	...	2,446 0 0	...	5,620 0 0	7,369 14 0	7,320 0 0	...	7,320 0 0	49 14 0	...	52 10 7	4 5 1	
220	220	...	...	...	1-8-1 Rs. 8, 12 As.	1,200 0 0	...	...	130	919 5 0	...	5,000 0 0	9,846 0 0	9,846 0 0	...	9,846 0 0	...	...	20 0 3	7 5 1	
												...	2,249 5 0	7,333 0 0	315 4 0	7,648 4 0	...	5,398 15 0	34 12 3	5 7 3	
842	656	2	...	1	...	10,556 0 0	...	...	130	15,331 12 10	...	10,620 0 0	36,437 12 10	40,167 14 11	916 6 4	41,084 5 3	851 14 6	5,498 6 11			
30	...	...	...	...	...	720 0 0	...	...	2,400 0 0	...	...	480 0 0	3,600 0 0	3,600 0 0	...	3,600 0 0	...	...	72 0 0	14 6 4	
24	...	...	...	...	From Rs. 1 to 4 As.	480 0 0	...	...	...	...	...	...	644 14 0	615 0 0	24 4 5	638 4 5	8 9 7	...	23 14 11	17 12 5	
73	26	...	...	...	1 Rs. 12-3-6-4 As.	1,030 0 0	...	...	151 12 2	187 12 6	4 3 2	...	1,395 11 4	1,372 1 9	498 6 0	1,870 7 9	...	474 12 5	21 3 2	8 15 3	
114	...	...	...	...	1 Rs. to 4 As.	360 0 0	...	...	...	363 14 0	...	2,230 0 0	2,953 14 0	2,904 0 0	...	2,904 0 0	49 14 0	...	26 6 4	3 4 4	
84	...	...	...	...	Do	240 0 0	...	...	...	176 0 0	...	2,120 0 0	2,536 0 0	2,424 0 0	...	2,424 0 0	112 0 0	...	28 2 11	2 12 7	
119	112	...	5 Latin	...	2 Rs. to 4 As.	1,200 0 0	30 0 0	...	...	285 4 0	...	2,339 5 0	3,854 9 0	3,669 0 0	185 9 0	3,854 9 0	...	...	47 0 1	14 10 1	
12	21	...	...	...	Do	600 0 0	...	...	...	...	...	731 0 0	1,331 0 0	1,296 0 0	35 0 0	1,331 0 0	...	...	65 6 4	28 9 1	
77	..	...	...	...	2 As. to 6 As.	960 0 0	...	...	700 0 0	67 0 0	63 0 0	75 0 0	1,865 0 0	1,690 0 0	150 0 0	1,840 0 0	25 0 0	...	37 14 1	14 8 8	
7	24	...	...	18	Do	360 0 0	...	...	124 0 0	...	...	680 3 6	1,164 3 6	67 1 10	228 13 8	1,164 3 6	...	...	15 11 8	4 13 10	
527	183	...	5	18	...	5,970 0 0	30 0 0	...	3,375 12 2	1,244 12 0	69 3 2	8,655 8 6	19,345 3 10	17,634 3 7	1,222 0 11	19,024 8 8	195 7 7	474 12 5			
1,369	839	2	5	19	...	16,526 0 0	30 0 0	...	3,505 12 2	16,576 8 10	69 3 2	19,275 8 6	55,783 0 8	57,802 2 6	2,138 7 3	60,708 13 11	1,047 6 1	5,973 3 4			

J. GARRETT,
Director of Public Instruction.

No. 6.

INSTITUTIONS FOR GENERAL EDUCATION.

GRANT-IN-AID BOYS' SCHOOLS.

Annual Returns for the year ending 31st March 1870—71.

1	2	3	4	5	6	7	8	9
Name of Institution.	Locality.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls during the preceding Year.	Average Number of Pupils attending Daily during the preceding Year.
			Hindus.	Mohammedans.	Others.	Total.		
LOWER CLASS.								
130. Mark's Digget School	Bangalore	1864	—	—	50	50	42	41
ANGLO-VERNACULAR.								
2 Richgalli Catholic School	Bangalore	1862	7	—	115	122	116	115
3 Catholic School, Mysore	Mysore	1862	140	32	40	212	212	212
4 Madras Mohammedan	Bangalore	1862	18	30	90	138	132	132
VERNACULAR.								
5 Richgalli Catholic School	Bangalore	1862	15	—	132	147	138	131
6 Anglo-Vernacular Mohammedan School	Do.	1864	—	30	—	30	30	30
7 Chickpet Sowkar	Chickpet	1864	—	—	—	—	—	—
8 Chikka Sullagere do	Chikka Sullagere	1864	—	—	—	—	—	—
9 Changiel Halebeed do	Changiel	1864	—	—	—	—	—	—
10 Changiel do	Changiel	1864	—	—	—	—	—	—
11 Cottonpett Kannada	Bangalore	1864	—	—	—	—	—	—
12 Doddy Sullagere do	Doddy Sullagere	1864	—	—	—	—	—	—
13 Ulsoor Town Canada	Ulsoor Town Bangalore	1864	—	—	—	—	—	—
14 Hemadi Halebeed	Hemadi	1864	—	—	—	—	—	—
15 Kalyadurga do	Kalyadurga	1864	—	—	—	—	—	—
16 Kunigalla do	Kunigalla	1864	—	—	—	—	—	—
17 Kolars Kannada	Kolars	1864	—	—	—	—	—	—
18 Madras vernacular	Bangalore	1864	—	—	—	—	—	—
19 Do Schools	Chickpet	1864	—	—	—	—	—	—
20 Do Schools	Cottonpett	1864	—	—	—	—	—	—
21 Do Schools	Halebeed	1864	—	—	—	—	—	—
22 Do Schools	Changiel	1864	—	—	—	—	—	—
23 Do Schools	Kolars	1864	—	—	—	—	—	—
24 Do Schools	Bangalore	1864	—	—	—	—	—	—
25 Do Schools	Mysore	1864	—	—	—	—	—	—
26 Do Schools	Kolars	1864	—	—	—	—	—	—
27 Do Schools	Bangalore	1864	—	—	—	—	—	—
28 Do Schools	Bangalore	1864	—	—	—	—	—	—
29 Richgalli Sowkar School	Mysore	1864	—	—	—	—	—	—
30 Nanjangoda do do	Nanjangoda	1864	—	—	—	—	—	—
31 Kunigalla Halebeed do	Kunigalla	1864	—	—	—	—	—	—
32 Sadar Vela Schools Sowkar School	Bangalore	1864	—	—	—	—	—	—
33 Halebeed Catholic do	Halebeed	1864	—	—	—	—	—	—
34 Tyamagondal Halebeed do	Tyamagondal	1864	—	—	—	—	—	—
35 Magadi Sowkar do	Magadi	1864	—	—	—	—	—	—
Total.....		—	455	102	353	2,200	1,925	1,772

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION IN MYSORE,
NAZERBOOD, 24th *May* 1871.

10 a	10 b	10 c	10 d	10 e	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	Rem
Number of Pupils on the Rolls studying in each language at the end of the year.						Receipts during the year.								Charges during the year.			Differences.		Annual Cost of educating each Pupil.		
English.	Kannada.	Hindustanee.	Telugu.	Total.	Monthly Rates or Table of Schooling Fee.	From the Government.	From the Municipalities.	From Local Funds.	From Subscriptions and Donations.	From Pupils.	Sale of Books.	Other Receipts.	Total.	Current.	Extraordinary.	Total.	Excess of the charges over the receipts.	Excess of the receipts over the charges.	Total Cost.	Cost to Government.	
10	—	—	—	—	—	100 0 0	—	—	—	77 6 0	15 14 0	—	193 4 1	193 4 0	196 12 1	389 12 1	—	—	7 12 4	6 0 0	
205	218	—	91	514	1 Anna	205 0 0	—	—	—	133 0 0	25 0 0	—	363 0 0	843 0 0	11 0 0	854 0 0	16 0 0	—	1 12 0	1 0 0	
58	58	—	32	148	1 to 2 Annas	58 0 0	—	—	—	58 0 0	11 0 0	—	127 0 0	424 0 0	106 0 0	530 0 0	403 0 0	—	3 9 0	2 8 0	
16	12	—	10	38	2 to 4 Annas	16 0 0	—	—	—	8 0 0	2 0 0	—	26 0 0	1,107 0 0	108 0 0	1,215 0 0	1,189 0 0	—	31 15 0	31 0 0	
—	—	—	—	—	1 Anna	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
—	—	—	—	—	1 Anna	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
—	—	—	—	—	1 Anna	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
—	—	—	—	—	1 to 1 Anna & 2 Do.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
—	—	—	—	—	1 Anna	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
—	—	—	—	—	2 Annas	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
—	—	—	—	—	2 to 4 Annas	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
—	—	—	—	—	2 Do. to 4 Do.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
—	—	—	—	—	2 Do. to 4 Do.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
—	—	—	—	—	2 Annas

No. 7.

INSTITUTIONS FOR GENERAL EDUCATION.

Grants-in-aid Girls' Schools

Annual Return for the year ending 31st March 1870—71.

Name of Institution.	Locality.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls throughout the year.	Average Number of Pupils attending daily throughout the year.
			Hindus.	Mahomedans.	Others.	Total.		
English.								
1 Bishop Corbett's School	Bangalore	1861						
2 St. John's District do	Do	1861						
3 Do Infant do	Do	1861						
4 Wesleyan Mission do	Do	1861						
5 English School, Shikárpúr	Shikárpúr	1862						
Anglo-Vernacular.								
6 Convent of the Good Shepherd	Bangalore	1854	69		170	239	215	175
7 London Mission Boarding School	Do	1855	21		10	31	31	25
8 Wesleyan Mission Orphan do	Do	1855	21		10	31	31	25
Vernacular.								
9 Gokhe Cutte Girls' School	Bangalore	1855	4		41	45	45	40
10 Shivajee's Catholic School	Do	1855	4		41	45	45	40
11 Hindu Female School	Do	1855	4		41	45	45	40
London Mission Day Schools.								
12 Do do do Ashpárá	Bangalore	1855						
13 Do do do Cubbonpárá	Do	1855						
14 Do do do Shangáli	Do	1855						
15 Do do do Kumbhangárá	Do	1855						
16 Do do do Tuláginthimballi	Do	1855						
17 Do do do do	Seringapatam	1855						
18 Do do do do	Cuddapah	1855						
19 Do do do do	Kolár	1855						
20 Mahomedan Female Educational Institution	Bangalore	1857		100				
21 Roman Catholic School	Mysore	1860						
22 Shefsalli do	Dodballi	1862						
23 Sárnga Hindu Girls' School	Sárnga	1862						
24 Wesleyan Mission Day School	Bangalore	1865	33	6	10	54	54	
Wesleyan Mission Day Schools.								
25 Do do do Mandi Street	Mysore	1867						
26 Do do do Irvine Hill	Do	1868						
27 Do do do Fort	Tarakere	1868						
28 Secondary Normal Mission Schools	Seringapatam	1869						
29 Station School	Bangalore	1869		54		54		
	Total No.		1,459	160	361	1,980	1,905	1,512

10 A. Number of Pupils on the Rolls receiving in each language at the end of the year. English.	10 B. Kanarese.	10 C. Marathi.	10 D. Telugu.	10 E. Tamil.	11. Monthly Rate of Tuition Fees.	12. Receipts during the year. From Government.	13. From Municipal Funds.	14. From Local Fund or Assessment.	15. From Subscriptions, Donations, &c.	16. From Fees, &c.	17. Sale of Books.	18. Other Sources.	19. Total.
					1, 4 and 6 As.	1,224							
					1 Rs. 1 2 4 8 and As.	600							
					2 4 8 As.	600							
					Rs. 1½ to 2 Rs.	600							
					2 Rs.	600							
					1 Rs. to 2 Rs.	1,200							
170					Do	1,200							
7	30				Do	600							
					Do	600							
					1 Anna.	600							
					1 and 2 As.	600							
					1 Anna.	600							
						600							
						600							

No. 8.

Abstract of Receipts and Charges in Government and Grant-in-aid Schools for the year 1870—71.

		Receipts.																Charges.																Remarks.
		Schools of the Higher Class.			Schools of the Middle Class.			Schools of the Lower Class.			Hóbli Schools.			Female Schools.			Total.			Schools of the Higher Class.			Schools of the Middle Class.			Schools of the Lower Class.			Hóbli Schools.			Female Schools.			Total.			
General Education.	Government...	51,122	12	9	12,587	4	9	31,651	13	7	22,870	10	1	1,878	13	2	1,20,111	6	4	41,814	4	6	11,048	8	9	27,363	4	1	22,870	10	1	1,824	9	0	1,04,921	4	5	
	Private ...	36,437	12	10	19,345	3	10	15,158	0	7	...	...	...	38,429	15	4	1,09,371	0	7	41,084	5	3	19,624	8	8	15,269	12	7	...	...	...	45,943	11	7	1,21,922	6	1	
Special Education.	Government...	11,036	4	0	...	...	...	...	...	...	6,020	4	4	...	...	...	17,056	8	4	10,868	11	4	...	...	...	...	...	...	6,020	4	4	...	...	...	16,888	15	8	
	Private ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
		98,596	13	7	31,932	8	7	46,809	14	2	28,890	14	5	40,308	12	6	2,46,538	15	3	93,767	5	1	30,673	1	5	42,633	0	8	28,890	14	5	47,768	4	7	2,43,732	10	2	

Office of the Director of Public Instruction,
Nandidroog, 24*th May* 1871.

J. GARRETT,
Director of Public Instruction.

No. 9.

Abstract of Expenditure of the Educational Department for the year 1870—71.

Charges.	From Imperial Funds.			From Local Funds.			Total Expenditure.			Remarks.
General Administration.										
Direction and its subsidiary charges	14,252	0	0	...	...	...	14,252	0	0	
Inspection and its subsidiary charges	19,986	8	9	...	...	...	19,986	8	9	
Instruction.										
Government Schools.										
General.										
Higher Class	41,814	4	6	...	...	...	41,814	4	6	
Middle „	10,326	15	9	721	9	0	11,048	8	9	
Lower „	27,363	4	1	...	...	...	27,363	4	1	
Hóbli Schools	22,870	10	1	...	...	...	22,870	10	1	
Female Schools	1,824	9	0	...	...	...	1,824	9	0	
Other Items	1,683	6	2	...	...	...	1,683	6	2	
Government Schools.										
Special.										
General Normal School ...	5,824	11	10	...	...	...	5,824	11	10	
Hóbli Normal Schools ...	6,020	4	4	...	...	...	6,020	4	4	
Engineering School ...	5,043	5	6	...	...	...	5,043	5	6	
Grants-in-aid.										
Higher Class	10,356	0	0	30,728	5	3	41,084	5	3	
Middle „	5,970	0	0	13,654	8	8	19,624	8	8	
Lower „	7,032	0	0	8,237	12	7	15,269	12	7	
Female Schools	11,234	0	0	34,709	11	7	45,943	11	7	
Miscellaneous, including Book Department	31,533	4	1	...	...	...	31,533	4	1	
	2,23,135	4	1	88,051	15	1	3,11,187	3	2	
Bill on account of Buildings	11,722	0	0	...	..	...	11,722	0	0	
Grand Total.....	2,34,857	4	1	88,051	15	1	3,22,909	3	2	

Office of the Director of P. I.,
Nandidroog, 24*th May* 1871.

J. GARRETT,
Director of Public Instruction.

APPENDIX V.

STATISTICAL RETURNS.

STATISTICS OF INSTRUCTION

TABULATED ACCORDING TO THE FORMS PREPARED BY THE

STATISTICAL COMMITTEE.

A. ECCLESIASTICAL.

B. EDUCATIONAL.

1. UNIVERSITIES (NONE.)
2. SCHOOLS.

C. LITERARY AND SCIENTIFIC.

1. LITERARY AND SCIENTIFIC SOCIETIES.
2. THE PRESS.

IV,

STATISTICS OF INSTRUCTION.

A.

ECCLESIASTICAL.

Return of Religious Institutions of Various Denominations in the Province of Mysore for the year 1870—71.

		Number of Churches or Institutions.	Number of Ministers or Priests.	Number of Persons attending Worship.	Income. Paid by Government.	Income. From Endowed Property. In Land.	Income. From Endowed Property. In Money.	From Fees and Offerings.	Explanatory Remarks.
Christian.	Roman Catholic ...	84*	1 Bishop 25 Priests	25,000	300†	93	...	...	* 54 Churches, 30 Institutions, schools and others. † The Priest of Mysore receives from His Highness Rs. 30 a month.
	Church of England ...	16‡	7	2,500	4 Chaplains and one Itinerent Minister.	...	1,800	...	‡ 8 Churches and 8 schools exclusive of Regimental Schools.
	Church of Scotland ...	1	1	450	12,432	...	...	2,226	
	Protestant Dissenters ...								
	Wesleyans ...	15	13	1,230	...	...	...	9,042	§ 2 Churches and 18 schools.
	Independents ...	18§	14	522	...	...	...	4,991¶	¶ Local contributions and school fees.
	Baptists ...	1	27	80	...	...	...	...	
	Greeks ...	...	...	...	...	...	...	...	
	Armenians ...	...	...	...	...	...	...	...	
	Unitarians ...	...	...	...	...	...	...	...	
Hindu ...		21,273	16,499	1,229,475	2,99,591	16,020	25,378	23,666	
Mahomedan	Sáni ...	610	328	70,758	13,864	521	305	1,863	
	Shiya ...	3	2	150	7	...	...	...	
Sikh ...		4	21	590	21	...	...	...	
Buddhist or Jain ...		155	68	7,383	4,130	551	191	1,854	
	Total...	22,180	17,006	1,338,138	3,30,345	17,185	27,674	43,642	

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
NANDIDROOG, 24*th May* 1871.

J. GARRETT,
Director of Public Instruction.

IV.

STATISTICS OF INSTRUCTION.

B.

EDUCATION 2.

General Statement of Educational Institutions in the Province of Mysore for the year 1870—71.

	Government Institutions.												Private Institutions Aided and Unaided.														
					Teachers.		Income.			Number of Persons instructed in—			Class.						Income.			Number of Persons instructed in—					
	Number.	Number of Students on the Roll.	Average Attendance daily.	Average Age.	Christian.	Others.	Public Funds.	Fees.	Total.	English.	Vernacular.	General.	General.	Hindu.	Mahomedan.	Christian.	Total.	Average Attendance daily.	From Endowments.	From Fees.	From Government Grant.	English.	Vernacular.	General.	Grand Total of Schools.	Grand Total of Average Attendance.	Proportion of Attendance to Population.
COLLEGES.—																											
Arts																											
Professional ...																											
SCHOOLS.—																											
Higher... ...	7	1,159	895	...	12	44	41,814	6,895	48,709	1,159	1,113	...	...	...	...	5	5	703	15,396	15,332	10,356	842	659	...	12	1,598	
Middle... ...	10	314	289	..	2	26	10,327	809	11,136	314	314	...	...	...	...	9	9	526	12,409	1,245	5,970	557	210	...	19	815	
Lower	435	12,980	11,947	...	1	456	50,234	1,992	52,226	...	12,980	...	...	1,843	55	29	1,927	26,119	6,917	1,321	7,032	213	26,470	...	2,362	38,066	
GIRLS' SCHOOLS.—																											
Higher... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	3	146	2,822	10,930	2,444	186	...	...	3	146	
Middle... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	5	318	12,315	2,268	3,360	323	112	...	5	318	
Lower	5	154	124	...	...	5	1,824	6	1,830	...	118	...	...	3	3	19	25	1629	25,481	204	5,430	35	1,660	...	30	1,753	
NORMAL SCHOOLS.—																											
For Masters ...	4	142	137	...	1	5	11,846	...	11,846	7	135	...	...	...	...	...	...	...	...	...	...	...	...	...	4	137	
For Mistresses ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
SPECIAL SCHOOLS. ...	3	474	474	...	2	...	5,043	157	5,200	16	458	...	...	...	...	...	...	...	...	...	...	...	...	...	3	474	
Total.....	464	15,223	13,866	...	18	536	1,11,088	9,859	1,30,947	1,496	15,118	...	...	1,846	58	70	1,974	29,441	75,340	31,300	34,592	2,156	29,111	...	2,438	43,307	1 in 9

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION IN MYSORE,
NANDIDROOG, 24*th May* 1871.

J. GARRETT,
Director of Public Instructio

IV.
STATISTICS OF INSTRUCTION.
C.
Scientific and Literary.
1. SCIENTIFIC AND LITERARY SOCIETIES.

Annual Return in the Province of Mysore for the year 1870—71.

Name.	Objects.	Income.				Members or Visitors.				Registered or not.	When established.	
		From Government.	Endowments.	Subscription.	Total.	Male.	Female.	Juvenile.	Total.			
Bangalore.												
Mysore Museum	To illustrate the products and resources of Mysore	3,592	...	...	3,592	104,541	57,594	...	162,135	...	1865	
Literary and Scientific Institute. ...	Moral and Intellectual Institute ...	600	...	720	1,320	65	...	...	65	...	1866	
St. John's Library for Pensioners. ...	To provide suitable books for pensioners and their families and others residing on St. John's Hill. To take in certain Newspapers and monthly Periodicals.	...	...	300	300	50	...	...	50	...	1854	
Hindu Literary Union	Mutual improvement of the members and of their fellow country men ...	...	...	185	185	14	...	...	14	...	1862	
Mahomedans' Library	To keep open to the public for the perusal of Arabic, Persian and Hindustani works of old and new, and to lend the same to the subscribers	...	...	27—13—0	27—13—0	32	...	20	52	...	1862	
Book Society	...	...	...	...	...	...	...	...	...	...	...	No Return.
Mutual Improvement Society ...	Mutual improvement of the Members	...	9	1—4—0	10—4—0	16	...	...	16	...	1868	
Mysore.												
Native Literary Society	Improvement in English by reading and discussion	...	...	576	576	33	...	...	33	...	1866	
Mutual Improvement Society. ...	Mental and moral culture of members	...	...	384— 8—0	384—8—0	37	...	...	37	...	1867	
Shimoga.												
Hindu Literary Union.	Mental and moral improvement of the members by periodical lectures, essay writing, reading standard authors, &c.	...	...	480	480	35	...	...	35	...	1868	

Office of the Director of Public Instruction,
Nandidroog, 24*th May* 1871.

J. GARRETT,
Director of Public Instruction.

STATISTICS OF
C.
SCIENTIFIC
THE
Annual Return in the Province

INSTRUCTION.
AND LITERARY.
PRESS.
of Mysore for the year 1870—71.

NAME.	NUMBER OF NEWSPAPERS.						PERIODICALS.							
	Daily.		Tri or Tri-weekly.		Weekly.		Monthly.		Quarterly.		Yearly.		Occasionally.	
	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.
Mysore Government Press.	..	...	...	...	The Mysore Gazette in English and Kanarese.		...	...	...	...	...	...	...	...
Columbian Press ...	...	...	Bangalore Herald, Eng...		...	...	...	...	...	...	...	...	...	...
Wesleyan Mission Press ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

BOOKS PUBLISHED IN THE YEAR.

English. Number of Books.	No. of Copies.	Other Languages. Number of Books.	No. of Copies.	REMARKS.
Manual of Instructions for the guidance of Shánbhógs in the settled districts of Mysore, in English and Kanarese	1,000	Manual of Sericulture in Mysore ...	1,000	
Manual of Sericulture in Mysore, in English	100	Court Fees' Act, No. VII of 1870 ...	3,000	
Report of the Friend-in-need Society for the year 1869 ...	100	Land Acquisition Act, No. X of 1870 ...	500	
Annual Progress Report of D. P. W. in Mysore for 1869—70. ...	100	Manual of Cattle Disease	1,000	
Do in Coorg " ...	100	Penal Code	2,000	
Do Accounts of Appropriation and Outlay on P. W. in Mysore.	20	Indian Coinage Act, No. XXIII of 1870	3,000	
Do in Coorg " ...	12	Cattle Trespass Act, No. III of 1857 ...	30	
Mysore Forest Administration Report for 1869—70	200	Third Book	2,000	
Coorg Do " "	200	First Book	2,000	
Annual Administration Report of Mysore for 1869—70 " ...	400	Elements of Euclid	2,000	
Do " Coorg "	300	Kathá Manjari...	5,000	
Papers on the Bangalore Water Supply Project	50	Arithmetic (in part)	5,000	
Court Fees' Act, No. VII of 1870	500	Amara Kósha (do)	5,000	
Annual Report on Public Instruction in Mysore for 1869—70	400	Karnátaka Vágvilásáyani	10,000	
Do Coorg " ...	300			
Land Acquisition Act, No. X of 1870	250	Tank Map of the Mysore District ...	100	
Indian Coinage Act, No. XXIII of 1870	500	Skeleton Map of the Mysore District ...	50	
Catalogue of books in the Library of H. H. the Mahárája of Mysore. ..	50	Do Hassan " ...	50	
Manual of Cattle Disease	200	Do Shimoga " ...	50	
Correspondence on the formation of village forests in Mysore ...	50			
Amended Mysore Forest Rules	40			
Mysore Budget for 1871—72	100			
Do Plough Tax Budget for 1871—72	80			
Report on the process of tanning and currying leather	50			
First Book	10,000			
Second Book	2,000			
Brief Sketch History of India	5,000			
Larger History of India (in part) finished	5,000			
Abridged History of India (in part)	2,000			
Kanarese and English Dictionary (in part) finished	2,000			
Manual of Coorg Law, English and Kanarese (in part)	200			
Annual Deptl. Report of the Mysore Province for 1869—70 (in part) ...	150			
Third Annual Report, Rifle Meeting—Bangalore	250			
Complete Spelling	3,000	On Transmigration	5,000	
Bishop Cotton's School Report	500	Identity of Popery and Heathenism ...	3,000	
Cantonment Orphanage Report	250	Faithful Promiser	1,000	
Bangalore Tract Society Report	500	Handbills (various) 8 Nos... ...	32,000	
Wesleyan Mission Report	300	Description of Bombay Presidency ...	8,000	
London Mission Report	200	History of Maharáshtra	8,000	
Prayermeeting Hymns...	750	First Book of Kanarese Poetry ...	8,000	
Pastoral Letter	150	Kanarese Sixth Book	4,000	
School Register	150	Kanarese Second Book	8,000	
"One of the Lambs"	600	Physical Geography	4,000	
Order for consecrating a Church	200	Kanarese Grammar	4,000	
		Second Catechism	5,000	
		Abridged Ekádyama	1,000	
		Kanarese 4th Book	8,000	
		Catechism of Scripture History ...	5,000	
		Kanarese Selections, Part I ...	3,000	
		Kanarese Arithmetic	2,000	
		Kanarese First Book	18,000	
		Dásara Padás, &c.	1,000	
		Watts' Scripture History	5,000	
		Picture Alphabet	500	

IV

STATISTICS OF INSTRUCTION.

C. AND LITERARY.

SCIENTIFIC PRESS. (*Continued.*)

THE *of Mysore for the year* 1870—71.

Annual Return in the Province

NAME.	NUMBER OF NEWSPAPERS.						PERIODICALS.							
	Daily.		Bi or Tri-weekly.		Weekly.		Monthly.		Quarterly.		Yearly.		Occasionally.	
	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.
Roman Catholic Press ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Spectator Press ...	...	...	Bangalore Spectator.											
Karnátic Press ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Sadar Vêda Siddhánta Sabhá Press ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Krishna Rája Vilása Press, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Vichára Darpana Press ...														
Firdúsi Press ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bákí Press														
Mathbai Nabhi Press ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Kaumal Akbár Press ...	...	...	...	...	...	80								
Subhárí Press ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
NANDIDROOG, *24th May* 1871

BOOKS PUBLISHED IN THE YEAR.								
English.			Other Languages.					
Number of Books.	No. of Copies.		Number of Books.			No. of Copies.		REMARKS.
An English Primer	1,000		Grammar in Latin and Kanarese ...			200		
			Telugu Catechism ...			100		
			A Latin and Kanarese Prosody ...			100		
... ...			13 Books			13,000		
... ...			Hindu Family Pensioned Fund Report...			500		
			Rules of the Vartháya Company, Akola			400		
... ...			4 Books			3,500		
... ...			Standing Order			150		
			Talim Náma			1,000		
			Muhadhdi Hisáb, Part II			500		
			Inder Sabá			300		
			Hindi Gulistán			550		
			Nairunga Ishk			150		
			Diwána Latf			600		
			Khirutul Furqun			300		
			Adabnamia			250		
			Nazme Makharij			300		
			Hindustani Teacher			400		
			Tahrirate Tazinate Hind			100		
			Misbahul Hayáth			250		
			Pahili Kitáb			2,000		
			Ruhul Insán			300		
			Hirathul Fikha			200		
			Khassi Dai Hallima			400		
			Magz Máni			200		
... ...			15 Books			7,400		
... ...			No Return					

J. GARRETT,
Director of Public Instruction.

Statement shewing the Expenditure of Public Money during the year 1870—71, *on Educational Buildings in the Province of Mysore.*

Expenditure from Department Public Works Budget.	Amount.			Expenditure from Educational Budget.	Amount.		
(*a.*) *Repairs.*				(*d.*) *Repairs.*			
None from D. P. W. Budget... ...	...	...	...	Repairing 31 Schools, estimates varying from Rs. 9 to 600	4,053	8	0
(*b.*) *Minor Works up to Rs.* 2,500.				(*e.*) *Minor Works.*			
Enlargement of School-House at Hassan ...	1,003	0	0	Enclosing 6 School compounds, estimates varying from Rs. 22 to 132 ...	500	0	0
(*c.*) *Larger Works above Rs.* 2,500.				(*f.*) *Minor Grants-in-aid under Rs.* 1,000.	450	0	0
Construction of new School-House at Srínivásapura	2,366	0	0	(*g.*) *Larger Grants above Rs.* 1,000.			
Nyámati	3,017	0	0				
Yelahanka	2,765	0	0				
Kolár	2,592	0	0	None	...	...	...
Total from D. P. W. Budget.....	11,743	0	0	Total from Educational Budget.....	5,003	8	0

J. GARRETT,
Director of Public Instruction,
Mysore and Coorg.

REPORT

PUBLIC INSTRUCTION

IN

MYSORE,

FOR THE YEAR 1871–72,

WITH APPENDICES AND TABLES.

BANGALORE,

MYSORE GOVERNMENT PRESS,

1872.

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REVIEW BY THE CHIEF COMMISSIONER OF THE ANNUAL REPORT ON PUBLIC INSTRUCTION IN MYSORE FOR 1871—72.

1. The report has been drawn up by the Director of Public Instruction, Mr. J. Garrett.

2. There was an increase of 139 Government schools during the year, with an addition to the number of pupils attending the same, of 2,512.

The grant-in-aid schools shew an increase, as contrasted with the previous year, of 14 schools and 731 pupils.

The total increase of both classes of schools was 153 schools and 3,243 pupils, the total number at the close of the year being 693 schools, with an aggregate attendance of 24,201 scholars.

3. The full number of hóbli schools was not completed during the year, as was expected, 39 being still unsupplied at its close in the Malnád Districts. The continued popularity of these schools is gratifying and encouraging.

4. The system of talook vernacular schools was completed during the past year, and it only remains to render them as useful and efficient as possible in view of the object for which they have been established.

5. Of the total number (24,201) of pupils attending the Government and grant-in-aid schools, 21,825 were boys, and 2,325 girls. Of the total number again, 17,735 attended the Government, and 6,466 the grant-in-aid schools respectively.

6. The total sum expended on education in the Province, under all heads, during the year under report was Rs. 3,27,621, of which Rs. 2,49,603 was contributed by the State, and Rs. 78,018 from private sources.

7. One hundred and forty-nine candidates attended the University examinations during the past year,—122 for the Matriculation test, 13 for the First Examination in Arts, and 14 for the B. A. degree.

Of these numbers, 55 passed the Matriculation test, 3 succeeded in the First Arts examination, and 7 obtained the B. A. degree.

The pupils of the Bangalore High School took the lead in the successful results under each head, and 19 pupils of the Wesleyan Mission schools passed the Matriculation test.

8. The increase in the number of candidates for the Matriculation examination, and their preparation therefor at so many institutions which have never before aspired to educate up to the required standard, are satisfactory proofs of progress in the higher education afforded by these institutions.

9. At the same time, some care may probably be required to prevent too much of the attention of the masters of the minor schools being devoted to the instruction of a few candidates for preparation for the Matriculation test, to the possible neglect of the other pupils.

In my opinion, the point is one requiring very close scrutiny and watchfulness on the part of the Director and Inspectors of the Department.

10. I quite concur in the views expressed in para 11 of the report that the maintenance of a College Department in several of the institutions referred to is a waste of teaching power, and must involve unnecessary expenditure, when regarded with reference to the results.

It must however lay with the parties who control and direct these institutions to adopt or not, as they please, the remedy suggested in the report.

11. The total number of Government schools established at the close of the year was 603, with a monthly average of pupils on the rolls of 17,122, and maintained at a cost of Rs. 1,35,392, of which all but Rs. 525 was contributed by Government.

The receipts from school fees and the sale of books aggregated Rs. 27,638, as against Rs. 25,415 in the previous year.

12. Of the schools of the higher class, the Bangalore High School continues to maintain its position as the first educational institution in Mysore, and its progress during the past year was very satisfactory.

The number of pupils attending it was 457, as against 407 in the previous year. The amount of fees levied was however only Rs. 4,248, against Rs. 4,168 in 1870-71, and the Principal remarks that, from the difficulty experienced in their collection, the rates cannot, in his opinion, be further raised at present.

Of 36 candidates from the High School for the University examinations, 17 passed, *viz.*, two for the B. A. degree, 2 in the First Arts, and 13 in the Matriculation tests.

The Principal's report of the progress of the pupils is on the whole satisfactory, though there were grounds for disappointment on some points.

The progress of the pupils holding scholarships was not as successful as could be desired.

It is gratifying to find that the senior students make good use of the library.

It is noticed that one of the High School students again this year achieved a position at the University examinations which would have qualified him for one of the special Madras Government scholarships, if he had belonged to that Presidency.

13. The Rája's school at Mysore continues to be favorably reported on.

The number of pupils has increased from 360 in 1870-71 to 523, of whom nearly 80 were added to the Hindustáni branch.

The fees levied amounted to Rs. 1,931, as against Rs. 1,545 in the previous year. One pupil passed the University First Arts and five the Matriculation tests during the year.

The inspection report of this school is creditable to the Principal, Mr. Dunning, the general progress of the pupils being good, and the improvement in the vernacular branch being especially marked.

14. Of the District Schools, that at Hassan is reported to maintain the high character it has always borne. Three of its students were successful at the last Matriculation examination, and the number of its pupils increased by 60 during the past year.

The school at Kolár is stated to have fallen off owing to a want of earnestness on the part of the Head Master.

The progress of the Shimoga school has continued to be highly satisfactory, and is creditable to the Head Master, Mr. Taylor. The number of pupils has increased from 76 in 1870-71 to 267 during the past year.

Four of the students were successful at the last Matriculation examination.

The report of the Toomkoor school is satisfactory. The attendance has increased considerably, and the establishment of a survey class promises useful results.

The Chituldroog school has made good progress under its new Head Master. The number of pupils has largely increased. One student was successful at the last Matriculation examination.

15. The total number of pupils attending the seven schools of the higher class was 1,351, and the total cost of the schools was Rs. 46,330, the whole of which was defrayed from Imperial Funds.

The average cost per pupil was Rs. 36—4—6. The amount of fees levied aggregated Rs. 7,787, giving an average per pupil of Rs. 6—1—1, and making the net charge to Government for each pupil Rs. 30—2—11.

16. Seven schools of the middle class are returned in the report, as against five in that for the previous year. The increase is due to the transfer to this grade of the Chikkamagalúru school, which was previously included in the list of higher class schools, and the addition to it of the school at Yelandúru.

Of this class of schools, that at Chikka Ballápura is reported to hold the first place, and two of its students were successful at the last Matriculation examination.

All the others, excepting that at Yelandúru, are considered to have made fair progress.

The restoration of the Chikkamagalúru school to the grade of a higher class school is recommended by the Inspector.

The total number of pupils attending this class of schools was 269, and the total cost of the schools was Rs. 8,279, of which Rs. 7,754 was defrayed by Government, and Rs. 525 from other sources. The amount of fees levied aggregated Rs. 713—7—0. The average annual charge for each pupil was Rs. 31—2—3, and the net charge to Government rupees 28—4—4.

17. Of the schools of the lower class, the talook vernacular (Kanarese) schools have first to be noticed. These number 79, one being in operation in every talook, except Bangalore where it is not needed.

The general progress of these schools, as gathered from the report, is satisfactory, with the exception of those in the Kadoor District, of which that at Sakrepatna alone is favorably noticed.

Some of the schools are stated to require the aid of pupil teachers, owing to the increase in the number of students, and this where necessary should be provided.

18. Of the five Hindustáni schools, those at Kolár, Chikka Ballápura, and Mysore are reported to have made satisfactory progress.

The Toomkoor and Chituldroog schools are stated to be in an inefficient condition, the masters being unfitted for their charge.

The Hindustáni Normal School will, it is hoped, soon provide trained masters to take their place.

The improvement of the Hindustáni schools and their extension, where desirable, have lately received much attention, and it is hoped that this branch of educational institutions of the Province will soon be placed on a far more useful and efficient footing than hitherto.

19. The total number of pupils attending the Talook Kanarese and Hindustáni schools was 3,964, and the total cost of all the schools was Rs. 30,144, the whole of which was defrayed by Government.

The amount of fees levied aggregated Rs. 2,314-6-3. The average annual cost of each pupil was Rs. 8-10-8, and the net cost to Government rupees 8—0—1.

20. The number of the hóbli or village schools established at the close of the year was 487, with an attendance of 11,364 pupils as

against 356, with an attendance of 10,680 pupils in the previous year. Thirty-nine schools remain to be established to complete the scheme, the want of trained masters suitable for the Malnád Districts having prevented its entire completion during the past year.

The success of these schools hitherto has been very satisfactory and encouraging, and they are undoubtedly generally popular among the classes for whose benefit they were established.

The employment in them of the teachers of the previously existing indigenous schools, who have qualified by a course of training in the Normal School, has had excellent results.

It cannot be asserted that the proposed number of this class of schools will adequately meet all the requirements of the Province in this respect, and a very considerable addition will probably require to be made to it at no distant period, but for the present, such as it is, it has undoubtedly met a great want.

The necessity for assistance to the masters in some of the schools by the employment of paid pupil teachers, is urged in the inspection reports.

The arrangements for the inspection of the schools are the same as described in the remarks on the report for the previous year.

The increase in the number of pupils, as contrasted with 1870—71, is not proportionate to that of the schools, but no explanation is given as to the cause of its low figure.

The total cost of these schools during the past year was Rs. 34,754, the whole being defrayed by Government. The average annual charge for each pupil was Rs. 3—0—11.

It should be added that the receipts from the proportion of the Local Fund cess allotted to education for the year under report will, it is believed, more than meet the entire charge for the year on account of his class of schools.

21. The report of the female schools is favorable, with the exception of that at Srínivásapura which is stated to have made no progress. There are now eight schools, three new ones having been opened during the past year.

The number of girls attending the schools was 237. The costs of the schools was Rs. 1,673, wholly defrayed by Government, and the average annual charge for each pupil was Rs. 7—12—6.

22. The teachers required for the sanctioned number of Anglo-vernacular and talook schools having completed their training at the Normal School, arrangements have been made to render the Hindustáni class of the school more efficient, and it is hoped that a fair number of trained and qualified Hindustáni teachers will soon be available for the extension of education among the Mahomedan portion of the community, for whom special arrangements with that object are much required.

Much difficulty has hitherto been experienced in obtaining fitting candidates for this purpose, but there is reason for hope that this will now disappear.

23. The operations of the Hóbli Normal Schools were very satisfactory during the year, 253 trained teachers having been passed out of them after the usual examination.

The 1st circle having been completed with the full number of teachers required, the three schools are now located in the Malnád Districts of the Nagar Division, in which alone the establishment of hóbli schools remains to be accomplished, and where the training for this purpose, of persons belonging to those Districts, can be advantageously carried on.

The effects of the training in these schools on the teachers are discribed in para 50 of the report as most satisfactory, and as having been attended with the best results.

The total number of pupils under training in the Normal Schools was 102, and the charges of the schools aggregated Rs. 10,652, the average annual cost of each pupil being Rs. 104—6—10.

24. The failure of the Engineering school having necessitated its being broken up, arrangements were made during the past year for the opening of a survey class in the High School and such of the District schools as were able to provide the necessary instruction therefor, and the Engineering scholarships were distributed amongst them accordingly.

The project appears to be likely to succeed, and it puts an end to a costly institution, which has hitherto involved a useless expenditure of public money.

25. The remarks in para 53 on the education of the prisoners in the Central Jail, shew that satisfactory progress is being made in this respect.

The number of prisoners under instruction during the year was 473, divided into 30 classes. There were no masters employed, and the whole cost incurred was Rs. 8—10—0.

It certainly appears to be desirable that a qualified teacher should be employed to direct the studies of the convicts, and the Director will be requested to submit a proposal with that object.

The desire evinced by so large a proportion of the convicts to learn merits every proper encouragement, so long as its indulgence does not interfere with the due enforcement of their sentences.

26. The total number of private institutions under Government inspection is shewn in the following table.—

No of Institutions.	Monthly average Number of Pupils on the Rolls.	Average Daily Attendance.	Grants-in-aid by Government.	Expenditure from all sources other than Government Grants-in-aid.	Fees.
90	6,092	5,176	55,183	77,493-1-4	29,875-12-6

As contrasted with the previous year, this table shews an increase of 14 schools and of 771 in the monthly average number of pupils. The aggregate amount of the grants-in-aid from Government was higher by the large sum of Rs. 20,591 than in 1870—71, but Rs. 15,521 of this amount consisted of building grants of a special character.

The expenditure from other sources than the Government grants-in-aid and the receipts from fees were less by Rs. 9,837 and Rs. 1,412, respectively than in the previous year. No explanation is given of the

cause for the falling off in either case; but the Director will be requested to institute an enquiry on the point. It should, however, be noticed that diminished expenditure and receipts from fees occur only in the aided female schools, all the other classes of aided institutions shewing an increase under both heads.

27. The reports of the progress during the past year in this class of schools generally, excepting the Hindustáni section, are highly favorable, and speak well for the attention bestowed on them by those who direct and superintend their operations. It is impossible to peruse the account of these schools given in the Director's report and its annexures, without the conviction that they are doing a vast deal of most useful and excellent work each in its special sphere.

The large number of girls under instruction in the female schools merits especial notice.

28. The number and statistics of the several classes of aided schools are shewn in the following table :—

Class of School and Number of each.	No.	Average Number of Pupils.	Cost of Maintenance.			Fees realized.		Average Cost of educating each Pupil.	
			From Government Funds.	From other Sources.	Total.	Total Amount.	Average per Pupil.	Total Charge.	Cost to Government.
I Higher Class.	5	780	19,477	31,020	50,497	18,558	23-12-7	64-11-11	24-15-8
II Middle Class.	9	554	12,620	14,329	26,949	1,723	3-1-9	48-10-4	22-12-6
III Lower Class.	45	2,876	10,398	11,004	21,402	1,621	0-9-0	7-7-1	3-9-10
IV Female Schools.	31	1,882	12,688	21,140	32,828	7,974	0-10-1	17-15-7	6-11-10

29. Of private un-aided schools, there are about 40 connected with the different missions, with an attendance of about 2,000 pupils, and 1,800 indigenous native schools attended by about 26,000 children. These figures are not, however, altogether to be relied on.

The instruction given at most of the latter class of schools is of the simplest and most elementary character, but that at some of them is somewhat more advanced.

There are also about 200 Sanskrit schools scattered over the Province, the attendance at most of which is very small, though some are stated to have as many as 15 or 20 pupils.

30. The number of scholarships in the Government schools was the same as in the previous year; but those attached to the Engineering School have been distributed amongst the survey classes of the District schools.

The interest realized on a small sum of money at the credit of the Rájá's school, deposited in the Bank of Madras, has been allotted to small scholarships in that institution for the encouragement of vernacular education. The proposal to establish Matriculation scholarships has not been as yet carried out, as it was found to involve a larger cost than was anticipated.

31. With reference to the remarks in para 74 of the Director's report on the employment of students in the public service, it may be stated that the instances are rare in which well educated candidates have not the preference in the selections made to fill up vacancies in the various Departments.

The important posts of Amildars are now generally filled by educated men.

32. The improvement in the course of instruction in English is marked and satisfactory, while the due cultivation of the vernaculars receives proper attention. The existing arrangements in this respect are probably all that can be required at present, with the exception of those connected with the study of Hindustáni, which are defective.

33. There can be no question that the charges connected with the higher standard at least of English education should ultimately be fully defrayed by those benefiting thereby, and this object should be steadily kept in view, the utilization of the public funds available for educational purposes being applied, so far as may be practicable, for the benefit of the masses of the people of the Province.

34. A complete list of all the text books in use in the various classes of schools in Mysore is furnished in the appendix to the report, and it is satisfactory to learn, from the Director's remarks on the subject,

that all the vernacular books included therein have been carefully edited for the purpose, and that no objectionable passages have been suffered to remain in any of them.

Expurgated editions of the best classical works in the vernacular are, however, still needed for the University examinations.

35. The number of new books added to the stock during the past year was 51,860, valued at rupees 22,085. Of this number, 14,404 were English, and 37,456 vernacular, valued at Rs. 11,029 and Rs. 11,056 respectively.

32,917 books, valued at Rs. 6,691—6—8, were supplied to District Depôts and Head Masters for sale. The sale proceeds of books during the year amounted to Rs. 16,782.

36. Para 83 of the report contains a list of school books, in English and Kanarese, published at the Government Press, and printed at private presses and purchased for use in the schools. The total number of copies was 42,000 and 6,870 respectively.

37. The outlay on school buildings during the year was confined to the enlargement of two existing school houses, and repairs and minor works of ordinary character.

The total expenditure was Rs. 19,344.

38. In the concluding para of his report, the Director refers to the measures proposed for giving instruction in agriculture and other kindred subjects in the Government schools, and for the extension of education among the youths of the Mahomedan community of the Province, in connection with the Resolution of the Government of India on this subject, dated 7th August 1871.

39. The preparation of a suitable agricultural class book for the former purpose has been taken in hand, and when it is ready and issued for use, the subject will form part of the course of study in the primary schools.

40. From the enquiries that have been instituted on the point, it was found that the Mahomedan population of Mysore numbers about 189,000 persons, and that about 2,250 of its youth, including 161 girls,

or 1 in 84 are under instruction. Of this number, about 260 are being educated in the English and Kanarese schools. The remainder attend the Hindustáni schools, the education afforded at most of which is of the most elementary character and far behind the requirements of the time in this respect.

The measures proposed for the extension of an improved system of education among the Mahomedan youth are the establishment of Government Hindustáni schools and of Hindustáni classes in existing schools under well trained masters, and encouraging the teachers of private Hindustáni schools to study and qualify in the Hindustáni Normal School; also the publication of suitable text books for use in these schools.

The subject has received lately a good deal of consideration, and there is reason to believe that a fair proportion of this section of the community will avail themselves of the opportunities of education for their children that will thus be held out to them.

41. The progress of education in Mysore during the year under report has been generally satisfactory and encouraging, and with the continued attention and exertions of the higher officers of the Department, there is every reason to hope that it will make a sure and steady advance year by year till it reaches the standard aimed at by the Government of India.

42. The observations in paras 32 and 33 of my remarks on the Report for 1870—71, are equally applicable to that now under review, and I trust they will continue to be borne in mind by the officers and officials referred to in them.

43. A separate communication will be addressed to the Director on the various points noticed in the accompaniments to his report requiring further comment.

44. The exertions of the officers of the Department generally are favorably mentioned by the Director, and with the labors of Mr. Garrett himself, merit my cordial acknowledgments.

BANGALORE,
10*th July* 1872.

R. J. MEADE,
Chief Commissioner.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
Dated 12th June 1872.

From

J. GARRETT, Esq.,
Director of Public Instruction in Mysore.

To

COLONEL J. PUCKLE,
Offg. Secretary to the Chief Commr. of Mysore.

SIR,

1. I have the honor to forward my Annual Report on Public Instruction in Mysore for the official year 1871—72.

2. The following table briefly exhibits the results of the year's operations :— Numerical results.

Description of Schools.	1870—71.		1871—72.	
	Schools.	Scholars.	Schools.	Scholars.
Government	109	6,042	116	6,371
Government Hóbli ...	355	9,181	487	11,364
Grant-in-aid	76	5,735	90	6,466
Total.....	540	20,958	693	24,201
Increase.....	...	...	153	3,243

It is thus seen that 139 new Government schools have been established during the year, and that 2,512 more children are receiving instruction. New grants-in-aid have been made to 12 new schools containing 731 scholars, making a total addition to the number taught of 3,243.

3. It was expected that village schools would have been opened in all the sub-divisions of talooks during the year; but there are still 39 remaining to be supplied in the Malnád Districts. For these masters are now being trained in the Normal Schools, and in a few months one

Hóbli Schools.

village in each hóbli of the Province will have a school adapted to the wants of the agricultural classes. The increasing popularity of these schools is a gratifying fact.

Talcok Schools.

4. The scheme of education for Mysore drawn up by the Honorable Mr. Devereux, and sanctioned by the Government of India, provided for the establishment of one superior vernacular school in every talook of the Province. This has now been accomplished, and it only remains to increase the efficiency of these schools by improving the text books in use, and enlarging the range of studies in the vernacular languages.

Total number under instruction.

5. The total number receiving instruction in Government and grant-in-aid schools is 24,201; of these, 21,876 are boys, and 2,325 girls. Classified according to race 21,910 are Hindús, 2,291 Mahomedans, and 1,504 Europeans or Eurasians. The description of school and the attendance at those of each grade are shewn in the following table :—

Description of Schools.	Government.		Grant-in-aid.	
	Number of Schools.	Number of Pupils.	Number of Schools.	Number of Pupils.
Higher Class... ...	7	1,351	5	828
Middle „	7	269	9	631
Lower ... { Talook ...	87	3,964	45	2,919
{ Hóbli ...	487	11,364		
Female Schools ...	8	237	31	2,088
Normal Schools ...	4	69	...	...
Special Schools ...	3	481	...	...
Total.....	603	17,735	90	6,466

6. I now proceed to describe in detail, under the nine heads prescribed by the Government of India, the working of the Department during the year.

I. CONTROLLING AGENCIES.

7. There has been no change in the staff of Inspecting officers. The Province is divided into two Circles, each under an Inspector of Schools. There are eight Sub-Deputy Inspectors, corresponding with the number of Districts in the Province, whose duty it is to inspect all the

village schools at least three times during the year. There is also a Hindustáni Sub-Deputy Inspector for the Government and grant-in-aid Hindustáni schools.

II. GENERAL FINANCIAL STATISTICS.

8. The expenditure on education under the three main heads prescribed by the Supreme Government is shewn below:—

Charges.	Expenditure during 1871—72. From Imperial Funds.	From Local Funds.
Direction with its subsidiary charges ...	13,980 0 0	...
Inspection with its subsidiary charges ...	21,024 0 0	...
Instruction (including all educational expenditure not coming under the above heads).	2,14,598 15 10	78,018
Total Rs.....	2,49,602 15 10	78,018

9. An analysis of the expenditure on instruction gives the following results:—

Description of Schools.	Government. From Imperial Funds.	Government. From other Sources.	Grant-in-aid. From Imperial Funds.	Grant-in-aid. From other Sources.
Higher Class	46,330 5 9	... ...	19,477 0 0	31,019 8 7
Middle „	7,754 0 0	525 0 0	12,620 0 0	14,328 7 6
Lower { Talook ...	30,143 5 8	... ...	10,398 8 0	11,004 5 4
Lower { Hóbli ...	34,754 13 2	... ...		
Female Schools ...	1,673 0 0	... ...	12,687 10 0	21,140 11 11
Normal Schools ...	10,651 15 0	... ...	... ...	... ...
Engineering School...	3,560 0 0	... ...	... ...	... ...
Total.....	1,34,867 7 7	525 0 0	55,183 2 0	77,493 1 4

III. UNIVERSITY EXAMINATIONS.

10. The examinations of the Madras University continue to exercise an important influence on education throughout the Province. The status of all the superior

Their influence.

schools is determined by the number of candidates they succeed in passing. A healthy rivalry is thus promoted, and there is decided evidence of progress in the higher education. Candidates have this year passed the Matriculation test from schools never before represented on the University list. Of those who went up, 55 succeeded in passing as compared with 24 last year.

Five Colleges.

11. But it will be seen from the annexed table of the Undergraduates who have obtained the degree of Bachelor of Arts, that there are no less than five institutions in the Province possessed of College Departments. From four of them, respectively, only one student took the degree of B. A. Such a state of things represents a great waste of teaching power, and a very unnecessary expenditure of money. Two colleges would be ample for the present requirements of Mysore. That connected with the High School is sufficient for native youths of every class, and that in connection with Bishop Cotton's school for Europeans and Eurasians. The latter classes indeed are not excluded from the High School, but its situation is distant from the residences of the European population.

Two sufficient.

12. The London Mission, I believe, has already decided that after students have passed the Matriculation examination, they shall be transferred, if they wish to continue their studies, to the college classes of the High School; and I presume the Wesleyan Mission will deem it advisable to follow the same course.

13. The following table shews the institutions at which the Undergraduates were trained, who in March last obtained the degree of B. A.

Schools.	First.	Second.	Total.
High School, Bangalore	3	...	3
London Mission Institution	1	...	1
Wesleyan Mission School, Mysore	...	1	1
Native Educational Institution	...	1	1
Bishop Cotton's School	...	1	1
	4	3	7

First Arts Examination.

14. There were only three candidates in the whole Province who succeeded in passing the F. A. test last December. Two of these were from the High School, and one from the Rájá's school: other candidates who went up failed to pass.

Matriculation Examination.

School.	First.	Second.	Total.
High School, Bangalore	1	12	13
Native Educational Institution	...	12	12
Wesleyan Mission School, Mysore	1	6	7
Rája's School, Mysore	...	5	5
Government School, Shimoga	...	4	4
Bishop Cotton's School	...	4	4
Government School, Hassan	...	3	3
London Mission Institution	...	3	3
Government School, Chikka Ballápura	...	2	2
Government School, Chituldroog	...	1	1
St. Andrew's School, Bangalore	...	1	1
	2	53	55

IV. GOVERNMENT SCHOOLS.

15. The following table exhibits in the prescribed form the statistics of all the Government Schools in Mysore.

Description of Institutions.	Number of Institutions.	Number on the Rolls (monthly average.)	Average Daily Attendance.	Total Expenditure. From Imperial Funds.	Total Expenditure. From Local Funds.	Fees and Book Sales returned to Government.
Higher Class Schools ..	7	1,267	1,111	46,330	...	21,304
Middle „ ...	7	249	218	7,754	525	1,453
Lower { Talook ...	87	3,477	3,058	30,144	...	4,760
Lower { Hóbli	487	11,364	11,008	34,754	...	70
Female Schools	8	215	187	1,673	...	...
Normal Schools... ...	4	69	69	10,652	...	...
Other Schools for Special Education	3	481	481	3,560	...	51
Total.	603	17,122		1,34,867	525	27,638

16. The total number of pupils on the rolls at the end of the official year was 24,201, being an increase of 3,243 over the number reported last year.

A. Schools of the Higher Class.

17. The High School has retained its popularity and high position. There has been a slight increase in the number of scholars, and the results of the various examinations have shewn satisfactory progress in the different classes.

Bangalore High School.

18. Four candidates were sent up for the B. A. degree, of whom two passed. Seven went up for the First Examination in Arts, but of these only two were successful; it is remarkable that in the whole Province there were only three who passed the last F. A. examination. The Matriculation results were good; thirteen students having passed, one of them taking a position in the first fifteen of the first class, and being thus eligible for one of the scholarships awarded by the Madras Government to the first fifteen in the list, but not tenable by the successful candidate in this instance, because Mysore is not reckoned in the Madras Presidency.

19. The report of the Principal, which will be found in the appendix, contains detailed information on the working of the school, the fees collected, the library, &c.

20. This school comprises three branches, English, Kanarese and Hindustáni; in all three, especially the vernacular, there has been a large increase during the year. In the English Department the numbers have risen from 212 to 234, in the Kanarese from 106 to 187, and in the Hindustáni from 25 to 102; making a total of 523. The great increase in the Hindustáni branch is a hopeful sign as regards the Mahomedan population who have hitherto not cared to avail themselves of the means of instruction within their reach.

Rája's School, Mysore.

21. The results of the University examination in December last were fair; one having passed the First Arts and five the Matriculation tests. There are now 14 students in the F. A. class, and 19 in the Matriculation one. All the other classes are well reported of by the Inspector and the improvement in the vernacular classes, both Kanarese

and Hindustáni, is very marked. Mr. Dunning, the Principal, deserves credit for the satisfactory condition of the institution under his care.

Hassan.

22. The District school at this station continues popular and successful. Its popularity is shewn by the increase of 60 in the number of pupils; and its success by the results of the University examination and the favorable report of the Inspector, who states that "this flourishing school maintains the high character it has always borne under Mr. Haldwell," the Head Master, who is to be congratulated on the success of his exertions and the increasing prosperity of the school. The patronage bestowed on it by Captain Hill, the Deputy Superintendent, has been of material assistance in recommending it to the population of Hassan, and the Chief Commissioner's recent visit has further given great encouragement to the teachers. Three students from this school passed at the last Matriculation examination.

Kolár.

23. Of this school, which for many years past has received favorable reports, the Inspector writes that he was greatly disappointed at the results of the last examination. The retrogression is attributed to the want of energy in the Head Master. He is not charged with having neglected the school, or with being devoid of interest in it; but is said not to have thrown himself earnestly into the work, and by a natural re-action a spirit of lassitude seems to have crept over the under masters. The necessity for more effective exertion was impressed upon all, and it is hoped that a decided improvement may take place before the next inspection, otherwise changes must be made in the staff. None of the boys matriculated this year.

Shimoga.

24. No school in the Province has made a more decided advance than this, since it has been under the charge of the present Head Master Mr. D. Taylor. The numbers have risen from 76 in 1870 to 267 at the close of the official year. The Superintendent of the Division, Major Hay, who visited the school before his recent departure for England, has left on record a minute in which he says "I remained for several hours while the senior classes were examined, and had a fair opportunity for forming an opinion of the education imparted, and as the

school had been visited before, of the progress made. The Matriculation class was examined at considerable length *vivâ voce* in the selection from Scott's Marmion, and shewed a most creditable knowledge, not only of the poem itself, but of the contemporary history, and of the local geography. Their examination in other subjects was equally satisfactory. The results of the Matriculation alone (four having passed) are sufficient to shew that the standard has been raised; but it is of greater importance to the pupils that all the classes should be fairly instructed, than that a few should be highly trained, and I am glad to say the general interests of the school do not seem to have been sacrificed for the special benefit of a few."

Toomkoor.

25. The Inspector's last report of this school is very favorable. The English department numbers 112, an attendance nearly 50 per cent in advance of last year. All the classes have gone through a creditable amount of work. And although in this as in other District schools of the Mysore Province, the Madras University examinations have been regarded as the standard aimed at, many of the senior pupils having expressed a desire to prepare themselves for appointments in the Public Works Department, a survey class was formed of such as appeared physically and otherwise adapted to the work of a subordinate in that Department. The class has studied mensuration, surveying, and plotting, in addition to their ordinary lessons. Captain Pole, R. E. who has held a special examination in these subjects, was satisfied with the results. Considering the limited command of apparatus and time, the experiment of adding the above studies to the regular school curriculum has answered well.

Chituldroog.

26. It was stated last year that a new Head Master had been appointed to this school, and the Inspector remarks that he has not only worked hard with the classes under his own immediate tuition, but has also maintained a systematic supervision of the work performed by his assistants. The results are apparent in the large increase to the number of scholars and the satisfactory condition of every class in the English department. One boy passed the Matriculation examination in December, the first who had ever been sent up from this school. There is still room for improvement in the Kanarese and Hindustáni classes,

and it may be necessary to replace the present teachers by others more competent and more willing to work.

Statistical Information.

Number of Institutions.	Average Number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
7	1,277	46,330	...	46,330	36-4-6	30-2-11

Fees.		Pupils.			
Total Amount realized.	Average per Pupil.	Hindús.	Mahomedans.	Others.	Total.
7,787	6-1-1	1,219	45	87	1,351

B. Schools of the Middle Class.

Taluk Anglo-Vernacular Schools.

27. The Inspector states that the progress of this school presents a pleasing contrast to the District school at Kolár. Every class afforded evidence of having been well taught. The first answered very correctly questions in the somewhat difficult poetry of Tennyson's Morte d' Arthur, and analyzed the sentences in a creditable manner. In their other lessons they were equally ready; altogether the school is reported to be in good condition and improving: two of the students passed the Matriculation examination in December last.

Chikka Ballápura.

28. This school has recovered from the low state into which it had fallen. The number of scholars has more than doubled, and the appointment of a pupil teacher is recommended by the Inspector, who is of opinion that the classes have been well taught, and answered very correctly the somewhat difficult questions put to them at the last examination.

Chennapatna.

29. The number of pupils has remained stationary, but the standard of the school is higher than last year. The general result of the last inspection was fair, though some of the lessons had not been sufficiently revised, owing to the Head Master's absence on account of dangerous illness.

Hunasuru.

30. This school is well managed and does credit to the master. The number of classes is too many for one man to teach properly, and the Inspector recommends the appointment of a pupil teacher.

Gundlupéte.

31. The attendance has slightly decreased owing to the transfer of certain officials from whose families many pupils attended. The school is well conducted and the classes passed a fair examination in all subjects; the third class excelling in arithmetic and grammar.

Narasipura.

32. The Inspector is of opinion that the desire for a knowledge of English is increasing in this large town; and that the school may again take its place among the District schools. It was reduced to a lower grade in 1869, and when an opportunity occurs for appointing a qualified native teacher, the school will probably become popular. The climate is considered unhealthy, and suitable residences are difficult to be obtained. As a talook Anglo-vernacular school it occupies a fair position at present.

Chikkamagalúru.

33. This school does not appear to be making much progress; the number of pupils remains stationary, and little interest seems to be felt in the cause of education by the population of the town.

Yelandúru.

Statistical Information.

Number of Institutions.	Average Number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
7	249	7,754	525	8,279	31-2-3	28-4-4

Fees.		Pupils.			
Total Amount realized.	Average per Pupil.	Hindús.	Mahomedans.	Others.	Total.
713-7-0	2-7-5	255	7	7	269

C. Schools of the Lower Class.

1. *Talook Kanarese Schools.*

34. There are now seventy nine schools of this description in operation, or one in every talook in the Province except Bangalore, which is so well supplied with schools of every description that the establishment of a Government Kanarese school is not necessary. The condition of each school may be ascertained from the appended reports of the Inspectors. It is only necessary for me to allude to a few prominent points in connection with each District.

Bangalore District.

Chennapatna.
Closepéte.
Dévanahalli.
Dodda Ballápura.
Hosakóte.
Kengéri.
Kánakánahalli.
Mágadi.
Nelamangala.
Sarjápura.
Yelahanka.

35. Most of the schools in this District are in a fair condition. The attendance is good, and the instruction generally has been thorough and methodical. The schools are objects of interest to the residents of the towns, though as many of the boys belong to the trading classes, it is difficult to induce them to remain at school until the highest class is reached, and the projected course of instruction has been completed. At the Nelamangala school there are 25 Musalmán boys.

Kolár District.

Bowring péte.
Bágepalli.
Chikka Ballápura.
Chintámani.
Góribidanúru.
Gudibanda.
Kolár.
Mulabágalu.
Narasipura.
Srínivásapura.
Sidlaghatta.

36. As Telugu is the language more used in the north eastern parts of the District than Kanarese, it is taught in some of these schools. Many of the boys are acquainted only with Telugu, and their instruction involves extra labor on the part of the master. This is especially the case in Bowringpéte, yet the Inspector reports "that the school has made satisfactory pro-

gress." The reports of all the schools are favorable with the exception of Bágepalli and Srínivâspura, both of which are poorly attended.

37. The Toomkoor school has the largest attendance of any in the District, but the school at Maddagiri has attained a higher standard of instruction; probably because the boys at Toomkoor enter the English school to complete their education. At Koratagere there is a large number of scholars, and an excellent teacher; the poorest schools in the District are those at Kunigallu and Huliyúrdurga.

Toomkoor District.

Chikkanáyakanahalli.
Huliyúrdurga.
Honnavalli.
Koratagere.
Kunigallu.
Maddagiri.
Sirá.
Toomkoor.
Turuvékere

38. The Inspector considers that the school at Nanjanagúdu occupies the place of the first Kanarese school in the District, though, he adds, it is pleasing to note that a very marked improvement has taken place during the year in the state of all the talook schools, the total attendance having increased from 296 to 459. The school at Mandya, hitherto so well reported of, appears to have declined to some extent, and the appointment of a pupil teacher is recommended. The same additional aid is said to be needed at Chámarájanagara and Seringapatam, both of which schools are in a flourishing condition.

Mysore District.

Chámarájanagara.
Gundlupéte.
Maddúru.
Mandya.
Mallavalli.
Mysore.
Nanjanagúdu.
Narasipura. (*Talakadu.*)
Saragúru.
Seringapatam.
Yedatoré.

39. On reviewing the condition of the talook schools in this District, the Inspector is of opinion that no great advance has taken place. The Narasipura school occupies decidedly the first place, and is perhaps one of the most successful in the whole Department. The schools at Attikuppa, Bélúru and Sakaléspura have improved, while at Nágamangala the attendance has fallen off very much owing it is believed to the negligence of the master.

Hassan District.

Alúru.
Attikuppa.
Arakalagúdu.
Bélúru.
Háranahalli.
Nágamangala.
Nuggéhalli.
Holé Narasipura.
Sakaléspura.

40. A school has this year been opened at Anantapura. It seems to be highly prized by the people. * At Nyámti and Tírthahalli the attendance is largest; but in all the schools in the District assistants or pupil teachers have been requested, on account of the increasing numbers in each school. The progress in nearly every case is reported as good.

Shimoga District.

Anantapura.
Chennagiri.
Holé Honnúru.
Nyámti.
Nagar.
Ságara.
Shimoga.
Shikáripura.
Soraba.
Tirthahalli.

41. The schools in this District are not in a satisfactory condition, that at Sakrepatna being the only one in which a marked progress is observable. The masters have chiefly come from the neighbourhood of Bangalore, and do not like appointments in these Malnád talooks. Their health often fails, and there is an obvious want of energy in the way in which most of the schools are conducted.

Kadoor District.

Bánávára.
Bírúru.
Chikkamagalúru.
Kadoor.
Sakrépatna.
Sringéri.
Tarikere.
Yedahalli.

42. In most of the schools enumerated in the margin the attendance is good, and the Inspector reports favorably of the work done in each. The only exceptions are Hiriyúru and Jagalúru; in the latter case the master is blamed. At Molakálumúru and Pávagada assistants are urgently required.

Chituldroog District.

Chituldroog.
Challakere.
Dávangere.
Hiriyúru.
Harihara.
Hosadurga.
Huliyára.
Jagalúru.
Molakálumúru
Pávagada.

2. *Hindustáni Schools.*

43. The school at Kolár has not fallen away from its uniformly successful career. The elder boys have now reached the first class, and it would be difficult to find more intelligent and well educated lads than two or three of them, in any school we have. In fact the Hindustáni school at this place is considered more efficient than either the English or Kanarese. At Chikka Ballápura also

Kolár.
Chika Ballápura.
Toomkoor.
Mysore.
Chituldroog.

* The ditch at Anantapura is the scene of the slaughter of the host of beauteous virgins which Burke described so eloquently in the Annual Register, and afterwards discovered to be a pure invention. Not far distant is Ekairee (to retain the old spelling) once the capital of the Malnád, and near which a hóbli school has recently been established. There was a mint there, the name being still preserved in the "Ikkéri hún." There is a fine Basava outside the temple, and inside is the Ikkéri Gaja," a long stone which is the standard of distance between the súpári trees. Della Valle, the old (modern) Roman traveller was at Ikkéri when the ambassador from Goa was presented to the king and heard him telling boastfully that Prince Charles and Buckingham had gone to their country, thereby making out that England had become tributary to Portugal (at that time united to Spain.)

the Inspector was much pleased with the school. The trained master under whom it has been established is a painstaking man, and has gained the good opinion of the Mahomedan residents. At Mysore the attendance has increased to upwards of 100 boys, and the condition of the school is more satisfactory than at any former period. The schools at Toomkoor and Chituldroog are still very inefficient, and the Inspector has no hope of any improvement until trained teachers are sent to them. It will be seen further on that the operations of the Hindustáni Normal school have been extended, and we may hope soon to be in a position to add to the number and increase the efficiency of this class of schools. Under the head of aided Hindustáni schools it will also be observed that some advance has been made. It may be noticed too that upwards of seven hundred Musalmán boys are found in the hóbli schools.

Statistical Information.

Number of Institutions.	Average Number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
87	3,477	30,144	...	30,144	8—10—8	8—0—1

Fees.		Pupils.			
Total Amount realized.	Average per Pupil.	Hindús.	Mahomedans.	Others.	Total.
2,314—6—3	0—10—8	3,398	525	41	3,964

3. *Hóbli or Village Schools.*

44. These national schools for primary education are exerting a considerable influence on the agricultural and rural population. There are now four hundred and eighty seven of them in operation containing 11,364 boys; there are still about thirty-nine hóblis in the Malnád Districts not yet supplied with schools; but for these masters are

Districts.	*No. of Schools.*
Bangalore ...	75
Kolár ...	81
Toomkoor ...	57
Mysore ...	92
Hassan ...	77
Shimoga ...	32
Kadoor ...	39
Chituldroog ...	34
	487

being trained, and in a few months the scheme, as originally devised and sanctioned by Government, will be complete. This result might have been accomplished this year, but for the difficulty experienced in finding suitable teachers in the Malnád Districts.

Outline of the scheme.

45. A brief recapitulation of the scheme may here be given, in order that an opinion may be formed as to the extent to which it meets the requirements of the Province in regard to primary education. The scheme provided for the establishment of a school for boys and girls in each hóbli, or talook sub-division, the estimated number of hóblís being 645, with an average area of 41 square miles, and a population of 6,040 persons. The masters are all men selected from among the teachers of existing indigenous schools, who have been trained for their work in Normal Schools established for the purpose. Each man received a maintenance allowance while under training, and a salary of Rs. 7 on being appointed to the charge of a school. The schools are examined three times a year by Sub-Deputy Inspectors, and local committees of influential residents in each hóbli further exercise a general supervision. The Inspectors of Schools also visit the schools as far as practicable on their ordinary routes of inspection. No fees are levied as the schools are to be supported by the proceeds of a cess; the school houses are also built or provided by the people themselves. Night schools have also been formed for the benefit of those who were unable to attend during the day.

Results.

46. With regard to the present state of the hóbli schools it will be seen from the detailed accounts of the Inspectors that they are fair specimens of village schools, and that many of the masters shew considerable ability. It will also be observed that every caste is represented amongst the pupils, the scholars coming from nearly every class of the community, the ryots of course preponderating. Their popularity is also shewn by the numbers who attend them, in some cases far more than it is possible for one man to teach.

Statistical Information.

Number of Institutions.	Average Number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
487	11,364	34,754	...	34,754	3—0—11	3—0—11

Fees.		Pupils.			
Total Amount realized.	Average per Pupil.	Hindús.	Mahomedans.	Others.	Total.
...	..	10,880	444	40	11,364

D. Female Schools.

47. The girls' school at Chintámani continues to maintain its high character, and the intelligence and readiness of the girls are gratifying evidences of successful teaching. Much credit is given to the Head-Master for the present condition and general progress of the school. The Srínivásapura school is much behind the above. Except in a somewhat better attendance there was hardly any sign of improvement since the previous inspection. At Mágadi the number of pupils has increased and now includes several Brahman girls. The results of the examination were creditable to the master. At Hassan the girls are well prepared with most of their lessons, and displayed a pleasing intelligence and interest in their studies. The Inspector notes an instance of zenana work in connection with this school. The master, a venerable and much respected man, has been engaged to instruct some married women, wives of native officials at their own residences. In Bangalore it has been found difficult to enforce regular attendance; but the girls of the first and second classes are said to have made good progress; they not only read well but possess a fair knowledge of arithmetic and of geography, especially the Map of India. The three schools at Closepéte, Sarjápura, and Sidlaghatta

Bangalore.
Chintámani.
Hassan.
Mágadi.
Srínivásapura.
Closepéte.
Sarjápura.
Sidlaghatta.

were only opened on the 1st April 1872, making eight Government girls' schools, with an attendance of 230 pupils.

Statistical Information.

Number of Institutions.	Average Number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income		Average Total.	Cost to Government.
8	215	1,673	...	1,673	7—12—6	7—12—2

Fees.		Pupils.			
Total Amount realized.	Average per Pupil.	Hindús.	Mahomedans.	Others.	Total.
4—8—0	0—0—4	234	2	1	237

E. Normal Schools.

Bangalore.

48. The sanctioned number of Anglo-vernacular and talook schools having been established, the Kanarese Training Master has been transferred to Coorg; and an effort has been made to strengthen the Hindustáni class of the Normal School. There are now eleven students, and their number will be increased as rapidly as suitable candidates come forward. It has long been felt that education cannot be satisfactorily extended amongst the Musalmán population until qualified teachers are trained for the purpose; but it has been a work of considerable difficulty to obtain students of the right class. Some of those now in the school have come from distant parts of the country, and in the opinion of the Inspector bid fair to turn out well. During the year certificates were obtained by seven of the Kanarese branch and three of the Hindustáni, two of the latter being assistants from aided schools.

Hóbli Normal Schools.

49. The three training schools of this class described in the last report are still in operation. During the year two hundred and fifty-three have passed out of these schools, after the usual examination by the Inspectors of the First

or Second Circles. All the hóblís in the First Circle of inspection having been supplied with schools, the training masters from the Ashtagram and Nandidroog Divisions were removed to the Nagar Division to form Normal Schools in the Malnád Districts. One is at Tírthahalli, another at Dávanagere, and the third at Chellakere.

Effects of training.

50. The indigenous masters who are trained in these schools soon learn the difference between teaching and merely hearing lessons. The instruction they receive in school management and the best methods of imparting knowledge gives them a real interest in their work, and excites a spirit of emulation and a desire to excel which have been followed with the happiest results. The present state of many of the hóbli schools afford abundant evidence of this; and the talook conferences held by the Inspectors when a number of schools are assembled in one locality and examined together, shew that the masters are always anxious to bring their boys to the appointed centres of inspection, even when a considerable distance had to be travelled. This healthful rivalry has evidently stimulated to increased diligence on the part of both teachers and boys.

Statistical Information.

Number of Institutions.	Average Number Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial of Funds.	Other Sources of Income.		Average Total.	Cost to Government.
4	102	10,652	...	10,652	104—6—0	104—6—0

Fees.		Pupils.			
Total Amount realized.	Average per Pupil.	Hindús.	Mahomedans.	Others.	Total.
...	...	65	4	...	69

F. Other Schools for Special Education.

Engineering Classes.

51. It was intimated in the last report that the Engineering School in Bangalore had failed to attract native stu-

dents, and that a change was about to be made in the arrangements for carrying out the object.

One to each District School.

52. A survey class is to be attached to each District school and the subjects taught in it to form part of the regular course of instruction. The scholarships formerly attached to the Engineering School have been divided amongst the District schools. A successful class has been formed at Toomkoor, where two of the scholarships have been assigned after due examination, to two boys of the artisan order.

Jail Schools.

53. There is no paid schoolmaster in these schools; but the Superintendent is of opinion that one should be appointed in order that the schools may be really efficient. As at present carried on they are the means of much good. There are 473 scholars divided into 30 classes, in all stages of learning. Some progress has been made in writing since last year, by the introduction of slates upon which to practice, instead of, as formerly, doing this in the sand. When all the circumstances are carefully considered, it is remarkable that so many have learned to read and write. When I last visited the jail I examined a number of those who were learning in the five groups of classes into which for convenience they had been formed, and was surprised at what had been accomplished. The Superintendent assured me that there was no compulsion and but few inducements held out to them. The scholars were all adults, had no masters, and had acquired what they knew by applying themselves to learn at the close of a hard day's work. Many of the long-term men who were released during the year had learned to read and write while in the jail. The yearly cost of these educational operations was only Rs. 8—10—0, and the lessons are never allowed to interfere with the work hours, but are found a profitable and useful way of filling up the last 30 or 40 minutes of the day, previous to lock up. Dr. Henderson testifies to their usefulness as a means for promoting order, and as giving some employment to the *mind*, which in men situated as many of the convicts are, is apt to deteriorate or become weak.

No. of Scholars.

Progress.

Expense.

V. PRIVATE INSTITUTIONS UNDER GOVERNMENT INSPECTION.

54. The following table shews the number and description of schools receiving grants-in-aid from Government.

Description of Schools.	Number of Institutions.	Number of Pupils on the Rolls, monthly average.	Average daily attendance.	Grants in-aid given by Government.	Expenditure from all sources other than Grants-in-aid given by Government.			Fees.		
Higher Class. ...	5	780	673	19,477	31,019	8	7	18,558	5	6
Middle „ ...	9	554	533	12,620	14,328	7	6	1,722	14	0
Lower „ ...	45	2,876	2,368	10,398	11,004	5	4	1,621	2	3
Female Schools ...	31	1,882	1,602	12,688	21,140	11	11	7,973	6	9
Normal „ ...	...	...	...	...	...	...	...	...	...	...
Other Schools for Special Education	...	...	...	...	...	...	...	...	...	...
Total.....	90	6,092	5,176	55,183	77,493	1	4	29,875	12	6

55. The following new grants were made during the year, with retrospective effect from April 1870, wherever the expenditure had been actually incurred in anticipation of aid from Government.

	Rs.
Wesleyan Mission Vernacular School, Main Street, Péte, Bangalore.	20
Do do Péte, Mysore	30
Do do Market Street, Mysore ..	20
Sanskrit Vidyá Nilaya School, Bangalore	20
St. Bartholomew's School, Mysore	40
Wesleyan Mission Fort Gate School, Toomkoor	10
Do Kanarese School, Gúlúru	10
Do do Kyátasandra	10
Do do Gubbi	10
Do do Hosahalli	10
Do do Kallúru	10
Do do Shimoga	10
Increase.	
London Mission Institution, Bangalore	100
Wesleyan Mission Girls' Day School	20
	320

56. The number of aided schools is 90, and the total expenditure in grants-in-aid was Rs. 55,183, and the number of pupils in all the aided schools was 6,466. The amount is thus distributed amongst the various denominations of schools.

	Rs.
Church of England	9,994
Do Scotland	2,400
London Mission	4,080
Wesleyan Mission	9,566
Roman Catholic	5,520
Hindu	3,280
Mahomedan	4,822
	39,662
Building Grants.	15,521
Total.	55,183

A. Aided Schools of the Higher Class.

Statistical Information.

Number of Institutions.	Average Number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
5	780	19,477	31,020	50,497	64—11—11	24—15—8

Fees.		Pupils.			
Total Amount realized.	Average per Pupil.	Hindús.	Mahomedans.	Others.	Total.
18,558	23—12—7	596	17	215	828

57. The two English schools of this class are Bishop Cotton's and Saint Andrew's, both in Bangalore. The former has a College Department; the latter educates only to the Matriculation standard. At the examination in December last four passed from Bishop Cotton's, and one from St. Andrew's. Both institutions are on a satisfactory footing and

are well conducted. The other three schools of this class are chiefly designed for natives, and are connected with the London and Wesleyan missions, two in Bangalore and one in Mysore. The results of the last University examination were highly creditable to the Wesleyan schools, 12 having passed from the one in Bangalore and 7 from that in Mysore. From the London Mission school 3 passed. One student from each institution obtained a B. A. degree in February last.

B. AIDED SCHOOLS OF THE MIDDLE CLASS.

Statistical Information.

Number of Institutions.	Average Number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
9	554	12,620	14,329	26,949	48—10—4	22—12—6

Fees.			Pupils.		
Total Amount realized.	Average per Pupil.	Hindús.	Mahomedans.	Others.	Total.
1,723	3—1—9	314	16	301	631

58. There are 9 schools of this class, all in Bangalore. The St. John's District schools under the care of the Chaplain (the Revd. G. Cooper) contain 216 pupils (93 girls and 123 boys) and afford good specimens of Protestant parish schools; the Inspector in his last report states that he had never seen them better filled or more efficiently conducted. The St. Joseph's Seminary is a Roman Catholic school for the same class of children, chiefly European and Eurasian; the school is under excellent management. The St. Patrick's Seminary, Shúle, of the same class, is reported as giving an education to the children suited to their condition in life. Miss Ferguson's school in the Shúle, and the Protestant Orphanage in the same neighbourhood, are doing good service; of the Ordnance school in the Fort, for the children of artificers, no report has reached me.

C. Aided Schools of the Lower Class.

Statistical Information.

Number of Institutions.	Average Number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
45	2,876	10,398	11,004	21,402	7—7—1	3—9—10

Fees.		Pupils.			
Total Amount realized.	Average per Pupil.	Hindús.	Mahomedans.	Others.	Total.
1,621	0—9—0	1,752	1,091	76	2,919

Anglo-Vernacular.

59. In four of the schools of this class English is taught to some extent. The Ragged school, attended by the children of drummers; St. Mary's school at Blackpalli—a very populous but poor neighbourhood; the St. Joseph's school at Mysore; the Orphan Boys' school at Toomkoor under the care of the Wesleyan Mission.

Kanarese.

60. There are thireeen Kanarese schools of this class. Some are connected with the Wesleyan Mission in Mysore and Bangalore and are aiming at a higher standard of instruction than has generally been reached in mission vernacular schools. The Catholic schools at Shethalli maintain their character as well-conducted village schools. I have no reports of the schools at Kalasa and Singâpura.

Tamil and Telugu.

61. Of the three Tamil schools of this class the Sadar Véda Siddhánta Sabha occupies the highest place; it contains 270 pupils, of whom 105 are Telugu; all of respectable families, but containing no Brahmans or Mahomedans. These seminaries have been conducted with ability for many years, and when the new premises are ready for occupa-

tion may take a still higher position, as hitherto there has been a deficiency of accommodation.

Sanskrit.

62. There are now five Sanskrit schools receiving grants-in-aid. The number of schools of this class has considerably increased since the death of His Highness the Mahárája, at whose court many pandits had been maintained. When these men returned to their native towns, they began to employ themselves in giving lessons in Sanskrit and have generally many scholars. From these new schools applications are constantly received for grants-in-aid, which it has been thought advisable to encourage to a moderate extent.

Hindustáni.

63. There are twenty Hindustáni Madrasas that now receive grants-in-aid. Some of these schools are well managed, especially in Bangalore. The language studies are well attended to, but in other subjects there is great room for improvement. Some of the masters and assistants have been required to attend the Normal School in Bangalore, where they have been instructed in geography, history and arithmetic, as well as school management. The Inspector's report furnishes detailed information regarding each school.

D. Aided Female Schools.

Statistical Information.

Number of Institutions.	Average Number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
31	1,882	12,688	21,140	33,828	17—15—7	6—11—10

Fees.		Pupils.			
Total Amount realized.	Average per Pupil.	Hindús.	Mahomedans.	Others.	Total.
7,974	0—10—1	1,430	157	501	2,088

64. There is ample provision for female education in Bangalore. Six well-conducted schools exist, adapted to the requirements of nearly every class of the European and Eurasian community. For Hindu girls there are eight aided Kanarese and five Tamil day schools. There are also two Hindustáni schools for girls, which, though inferior to the others, are making some progress. The Inspector's report contains full information regarding the English Girls' schools.

Number in Bangalore.

65. The London Mission Day schools in the Péte of Bangalore and their branch establishments contain 479 girls. The Wesleyan Mission school has 163. All these schools are under good supervision. The instruction given is thorough, and the girls answer well in the examinations. The Girls' boarding schools attached to the two missions are described as well conducted in every respect. The Catholic girls' school at Shethálli also receives commendation for the excellence of its arrangements. The grant has been withdrawn from the girls' school at Shimoga as it was found, after the departure of the native gentleman who started the school, that it was entirely neglected by the committee who should have supervised it.

Kanarese.

66. The girls' day school at Alsúru, connected with the Wesleyan Mission, is carefully superintended, and continues to enjoy the confidence of the people, as is shewn by the large and increasing number in attendance. The Hindu Tamil girls' school under native management, has been in operation 17 years, and contains 89 girls. The Inspector reports very favorably of its present condition and prospects. The teachers are reported to be doing their work well, and it is to be hoped the managers will not allow the income from subscriptions to fall off. The Catholic schools at Blackpalli and Mysore provide instruction for the poorest and most ignorant of Tamil Christians. In the Convent school the girls are all boarders, and appear to be carefully taught.

Tamil.

67. There are two schools of this class for Mahomedan females; and, though inferior to the Tamil and Kanarese schools, are considered to have made an encouraging commencement. The attendance is more regular, and the evidences of progress more apparent.

Hindustáni.

E. Private Unaided Schools.

Statistics.

68. It is difficult to obtain reliable statistics of all schools of this character. There are about 40 such schools connected with the different missions, containing about 2,000 children. As far as can be ascertained there are about 1,800 indigenous native schools containing about 26,000 children. Many of these schools are of the most elementary character; some of them in open verandahs or sheds without furniture or books of any description; the scholars form letters in the sand on the floor, and some try to decipher written petitions or letters which are picked up by the master for the purpose.

Indigenous Schools.

69. There are other indigenous schools of a somewhat higher character in which books have been introduced; writing is taught on the native kadata (cloth covered with charcoal and gum) put together like a book of slates, also with a style on palmyra leaves.

70. There are also probably 200 Sanskrit schools, some very small, and others containing from 15 to 25 pupils.

VI. SCHOLARSHIPS.

71. The scholarships attached to the Engineering School in Bangalore have been re-distributed, and divided amongst the six District schools, for the encouragement of the Survey classes formed in connection with those institutions.

Present State.

72. The scholarships at the High School continue as before; those at the Rája's school have been re-distributed, but remain the same in amount. The interest on the sum of Rs. 4,592—4—0, saved in former years from the Mahárája's grant to this school, is now expended in twelve scholarships for the promotion of vernacular education, both Kanarese and Hindustáni. The money is lodged in the Bank of Madras, and the interest is payable annually to the Director of Public Instruction for the time being.

73. There is also the Dobbs' scholarship of Rs. 7 per month attached to the High School and one of the same amount in the Native Educational Institution, together with the Dobbs' gold medal awarded

annually, on the result of a competitive examination, open to all Protestant students of whatever race, educated in the Mysore country. The successful competitor last year was one of the girls educated in Bishop Cotton's school.

VII. EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

74. It is difficult to ascertain the precise extent to which appointments in public offices are given to students. It is not necessary in Mysore, as it is in Madras, to have passed an examination in order to be eligible for employment in the public service. But it is seen that Heads of Departments generally, if not always, give the preference to well-educated candidates. This has had the effect of causing numbers to go up for the General Test examination held annually in Bangalore in the hope of thereby becoming possessed of an authorized certificate of their attainments.

Its extent.

75. It is the opinion of European District Officers that the employment of educated natives in the post of Amildars has been attended with the happiest results. Formerly it was a rare thing to meet an Amildar who had the slightest acquaintance with English. There are now several young men who were educated in the High School who fill the important and responsible position with credit to themselves and greatly to the benefit of the talooks.

Its Results.

VIII. ENGLISH LANGUAGE IN INDIAN EDUCATION.

76. The improvement which has taken place in the course of English instruction is shewn by the fact that there is now only one District school which has not sent up and passed candidates at the Matriculation examination. The number who passed in December last—fifty-five—is nearly double that of any previous year. And in the following February there were seven who obtained the degree of B. A.

Satisfactory Progress made.

77. This extended cultivation of the English language has not been at the expense of the vernaculars. Indeed the University examinations guard against

Vernaculars not neglected.

this result, by requiring students to pass in the poetry and prose of one of the vernaculars as well as in English. All boys are expected to know something of their own language, to the extent at least of being able to read and write it, before they commence English.

English Education should be more self-supporting.

78. It was stated in the last report that four of the inferior English schools had been abolished, as it has been found that English instruction, to be of real value, should be as complete and thorough as possible. And as Government can only afford to maintain a limited number of superior Anglo-vernacular schools, it seems right that the upper classes of society who desire an English education for their children should contribute much more than they now do to defray the cost of it, in order that the funds of Government may be available for diffusing education amongst the masses.

IX. BOOK DEPARTMENT.

Nature and character of the books used in different schools.

79. In the last "Note on Education in British India" by the Home Secretary, Mr. Howell, it is remarked, "The reports are very defective as to the nature and character of the books used in the several classes of schools, though no point can be of more importance than a good selection of school books graduated according to the classes in each school, and revised as the editions of them are exhausted." I have therefore added in the appendix a complete list of all the text books used in the various classes of schools. Mr. Howell further remarks in this section, "It is much to be regretted that the reports should be silent as to the character of the vernacular works, for the distribution of which these large agencies are employed. It is notorious that the ancient literature of India is steeped in corruption, and it must be obvious that this literature is annually being placed by the direct efforts of Government in the hands of thousands, who would otherwise be ignorant of it. On the Government therefore devolves the great responsibility of solving the question how to instruct the rising generation in the language, literature and culture of their own country without prudery on the one hand or simple pollution on the other. This question is far too urgent to be taken for granted." On this point I am happy to be able to state that all the vernacular books used in the Government schools in Mysore have been

carefully edited for the purpose. In the primary schools the Prose Reader (Kathá Saptati) of which 20,000 copies have been printed, is a selection of suitable pieces from original native books; the Poetical Reader (Padya Sára) which is as extensively used, is a careful selection of poetical passages, not only unobjectionable, but many of them of great beauty, and thoroughly excellent in their tendency. The Kathá Sangraha, used in the superior vernacular schools, is a large selection in prose from the Rámáyana, Mahábhárata, &c., published at the Wesleyan Mission Press. The Poetical Anthology was also selected by a missionary, and contains specimens from the three periods of Kanarese literature, the Brahmanical, the Lingáyet, and the Jain.

Expurgated editions needed for University Examinations.

80. For the University examinations it is desirable that expurgated editions of the best classical writers of India should be printed. Translations from the Sanskrit exist in all the vernaculars, but most of them in their entire form contain passages more or less objectionable and some utterly unfit for publication.

Stock Account.

81. During the year the number of books added to the stock was 51,860 at a cost of Rs. 22,085; of those 14,404 were English books valued at rupees 11,029, and 37,456 were vernacular books valued at Rs. 11,056. The number of books supplied to District Depôts and to Head Masters for sale was 32,917, valued at Rs. 6,691—6—8.

Number sent to District Depôts.

Sale proceeds credited to Government.

82. The amount paid into the Government Treasury on account of the sale proceeds of books during the year was Rs. 16,782.

English and Kanarese published.

83. The following school books in English and Kanarese were published at the Govt. Press during the year.

	No. of Copies.
Abridged History of India	2,000
Manual of Conduct	2,000
English and Kanarese Dictionary	2,000
Arithmetic in Kanarese	5,000
Padya Sára (Poetical Reader)	5,000
Kathá Saptati (Prose Reader)	10,000
Second Book in Kanarese	10,000
Amarakósha (in part)	5,000
Elements of Euclid (Book II)	1,000

The following vernacular works, published at private presses, have been purchased for use in schools.

	No. of Copies.
Dásara Padagalu	400
Padya Sára Prakásika	500
Morris History of India in Kanarese	200
Second Catechism Grammar	100
Kathá Sangraha	100
Telugu First Book	200
Nala Charitra in Kanarese	200
Manual of Hygene in Kanarese.	300
Eclipse of the Sun in Kanarese	100
Telugu First Book	100
Do Third do	50
Do do do	50
Do Grammar	50
Colenso's Arithmetic in Kanarese	50
Manual of Geography	50
Vidura Níti	300
Kathá Sangraha	200
Nala Charitra	200
Bétála Kathegalu	200
Airysh e Mahfil	10
Naze e bi Nazar	10
Hindustáni Boston	500
Do Chardarvesh	500
Akhwan u Saffa	500
Tálim Náma	500
Geography	500
Persian Gulistan	500
Do Tahakhiz ul Khonoma	500

X. SCHOOL BUILDINGS.

84. Provision was made for the erection of four new school houses, but sanction has been withheld until designs of a cheaper kind have been submitted and approved.

85. Additional rooms have been built to the school houses at Hassan and Kolár; and repairs made to the Rája's school, Mysore, and to various talook schools. Three school compounds have been surrounded by walls, and five enclosed by hedges.

XI. CONCLUDING OBSERVATIONS.

86. The preceding pages shew that the progress made during the year is very satisfactory. In the higher class schools the students have increased in number,

Satisfactory progress made.

and the results of the University examinations exhibit a far larger number of Under-graduates from Mysore than in any previous year. The spread of vernacular education amongst the masses is shewn by the fact that one, hundred and thirty five additional village schools have been established; now that the ability to read and write is possessed by so many more of the rural population than formerly, the expediency of giving instruction in agriculture and other kindred practical subjects is obvious. The preparation of vernacular books for this purpose has been for some time under consideration. Attention indeed was called to it by the circulation of Mr. Hume's scheme for agricultural reform, accompanied with a memo by the Chief Engineer on the subject, I was then requested to submit my opinion regarding it and stated that I considered it would be quite feasible to have simple but carefully compiled agricultural lessons, of the most rudimentary character prepared in Kanarese, suited for India, and to form part of the curriculum in the primary schools.

Expediency of giving instruction in agriculture.

87. I added that there would be no difficulty in introducing these subjects into the educational course of the lower schools if suitable books were available, and mentioned the fact that Johnston's Catechism of Agricultural Chemistry was formerly a very popular class book in the High School, and was only discontinued when the course of study had to be modified to suit the requirements of the Madras University.

No difficulty in introducing these subjects.

88. I also submitted a copy of the agricultural class book prepared under the direction of the Commissioners of Natural Education in Ireland, and recommended that the first portion of the work, designated "Exercises" as containing the rudiments of agricultural knowledge applicable to all countries alike, should be freely translated into simple idiomatic Kanarese, and printed in the form of a book of reading lessons, to be used first in the hóbli training schools, and then introduced into all the vernacular schools of the Province.

Agricultural Class Book recommended.

89. I remarked that this might be followed by such a work on vegetable physiology as Colonel Sankey re-

Vegetable Physiology.

commended, and suggested that Professor Johnston's Catechism would form a good model for the work, and furnish many materials for it.

Condition of the Mahomedan population.

90. Another subject to which special attention has been called during the year, is the condition of the Mahomedan population of India as regards education. In a Resolution dated Simla, 7th August 1871, it is said "From statistics recently submitted to the Governor General in Council, it is evident that in no part of the country, except perhaps in the North-Western Provinces and in the Panjáb, do the Mahomedans adequately, or in proportion to the rest of the community, avail themselves of the educational advantages that the Government offers. It is much to be regretted that so large and important a class, possessing a classical literature replete with works of profound learning, and great value, and counting amongst its members a section specially devoted to the acquisition and diffusion of knowledge, should stand aloof from active co-operation with our educational system, and should lose the advantages, both material and social, which others enjoy."

Inquiry regarding Mysore.

91. This lead to inquiry regarding the present state of Mahomedan education in the Province of Mysore, and the measures to be adopted for its extension and improvement.

Schools and Scholars.

92. The Mahomedan population of Mysore is estimated at 189,272, making the proportion to the general population 4·7 per cent. About 2,250 scholars are found in the Hindustáni schools, or 1 in 84, of the Musalmán population,—a higher result than was anticipated. In the great majority of private Hindustáni schools the instruction imparted is of the most elementary character; very few Mahomedan youths are found in the superior English or Kanarese schools; and the language of the Government Resolution seemed to apply as forcibly to Mysore as to any part of India.

Normal School reorganized.

93. The Hindustáni branch of the Normal School was accordingly re-organized, and steps taken to increase the number of students, as it was considered that the establishment of Government Hindustáni

schools, under well trained masters, would be the most effectual means of promoting education amongst the Mahomedan population. It is stated by the Inspector of the I Circle, that the success of the few Hindustáni schools now maintained by Government has been most encouraging. The publication of suitable school books and the creation of a vernacular literature for the Mahomedans, are also important objects to be kept steadily in view.

School books.

94. In conclusion I have to acknowledge the interest taken in the advancement of education by the Superintendents of Divisions and the Deputy Superintendents of Districts; the Inspectors of Schools, whose work has been so greatly increased, have attended to their duties with a heartiness that deserves commendation; and with a few exceptions noted elsewhere, the Principals and Head Masters of Schools have labored diligently to do justice to the youths entrusted to their care.

Acknowledgments.

I have the honor to be

Sir,

Your most obedient Servant,

J. GARRETT,

Director of Public Instruction.

APPENDIX 1

BANGALORE HIGH SCHOOL.

Principal's Report.

I have the honor to forward my Report of the progress of the High School for the official year 1871—72.

2. The chief points worthy of notice in addition to those usually mentioned in the Annual Report are the passing of students for the B. A. degree, the institution of Hindustáni and surveying classes consequent upon the abolition of the Normal and Engineering School, the rules adopted to prevent the continual change of pupils from one school to another, and the comparative examinations held in connection with the other schools in Bangalore. These points will be hereafter touched upon under their respective heads.

3. The school staff of masters has been almost unchanged during the year, the only changes under this head being G. Srínivásaiengar and R. Tirumaláchári appointed to the third and fifth class respectively. I may also mention that Mr. Beveridge has charge of the Engineering class and M. Husén Ali of the Hindustáni class.

4. In my last report I had to state that there had been a falling off in the number of students attending both the upper and lower school; but I am happy to be able to say that this decrease has not continued. At the end of the year the number on the roll was in the upper school 89, against 85 of last year, and in the lower school 368, against 322. The lower has since still further increased in numbers. The numbers in the college classes will depend upon the success of students at the Matriculation examination. But I propose to limit the lower school to 400, so that the maximum for each class will be 40. The F. A. and Matriculation classes are stronger than they have been before, and this I attribute to the satisfactory condition of the upper classes in the lower school and the steady success of our Matriculation candidates, the last two or three years. With the exception of two I consider the classes in the

lower school do credit to their teachers, and even these I hope will improve during the present year. Our fees are somewhat higher than at other schools, and it is therefore only by keeping up the prestige of our lower school that we can hope to be afterwards successful with students in the upper school. A boy having once joined a school will naturally remain there to complete his education unless he has a good cause for leaving it.

The numbers for the last three years are:—

Upper School.	90	85	89
Lower School.	328	322	368
	418	407	457

5. I may here mention that the Principals of the Native Educational Schools have issued a series of rules (published in the *Mysore Gazette*) to prevent pupils constantly changing from one school to another. Students can now only change schools at the commencement of a term, and this will, it is hoped, have the effect of making the attendance at schools more regular than it has been.

6. The admissions in May were 47 and in January and during the year 131, making in all 178; 128 have left during the year. We have this year received four Coorg boys from the Government school at Mercara, two of these were found good enough for the Matriculation class and are making good progress.

7. The average number on the monthly roll and the average daily attendance has been 430 and 402, against 403 and 337 of last year.

8. The rates of fees have remained the same as last year, and from the difficulty experienced in the collection of fees I do not think that at present these rates can be raised. The amount of fees collected is Rs. 4,248—2—0, against Rs. 4,168—8—0 of last year. About five per cent of the students pay half, being too poor to pay the full fee.

9. In the upper school the following have gained the highest marks in their respective classes from examinations held during the year, together with marks obtained at the annual examination.

B. A. Class	..	..	J. Conquest.
Senior F. A. Class	..	..	G. Coghlan.
Junior do	..	..	G. Krishna Rao.
Matriculation do	..	..	S. Srínivás Rao.
First do	..	..	Rámakrishna.

10. I am unable to give, as I had hoped to do this year, a return of the number of books taken from the Library monthly by the students, because the Library was closed for some time for the re-arrangement of the books and the preparation of a new catalogue. I am happy to say however that many of the senior students have made great use of the Library.

11. The Printing Press has been constantly at work during the year, and consequently more examination papers have been given to the classes. The cost of printing done during the year would be about Rs. 300.

12. I have reason to be satisfied with the students holding scholarships, as regards their conduct, but not in all cases as regards the progress made in study. I am sorry to say that T. V. Annásámi failed, though only in one subject, to pass the F. A. examination, and has consequently forfeited the Dobbs' scholarship. I recommended T. Srínivás Rao who matriculated 14th in the 1st class, for the scholarship, and I am glad to say he has been elected by the committee for the Dobbs' scholarship fund. With the exception of M. G. Krishnaiengar, the holders of F. A. scholarships have not done well, and from some I have been obliged to take away the scholarships. I recommend G. Srínivásaiengar, T. Rámachandra Rao, Vásudévaiya, S. Venkatésaiya B. Rámakrishna and S. Venkatáchári, who matriculated last December, for the vacant scholarships. Kháder Mohadín at present in the fourth class, and who was recommended by Mr. Rice for a scholarship last year, has worked well during the year.

I am sorry Government cannot at present institute two scholarships to be given away annually, so as to encourage clever youths to prosecute their studies until taking the B. A. degree.

13. I shall notice briefly the results of the annual examination; there were no great failures except perhaps in mathematics in the F. A. classes. I have to thank the gentlemen who were kind enough to undertake the trouble of examining the classes in the upper school.

The candidates for the B. A. were examined by the Rev. Dr. Pope, Rev. Messrs. Stevenson, Greenwood, Hudson, and Messrs. E. Thompson, Lovery, Best, Barrow, Hanna, Srínivásaiya, and Venkatarámaiya. The

class did well in most subjects, but failed slightly in mathematics.

The two F. A. Classes by Rev. Messrs. Miller, Macmillan, Walton, and Rae, and Messrs. Bradshaw, Evans, Thom, Gordon, Duncan, A. B. Thompson, Clapham, Narahari Rao, Mádhava Rao.

The Matriculation Class was examined by Rev. D. Pope, Rev. J. Hudson, and Messrs. Bradshaw, Scaley, Rogers, Porter, Dunning, and Rághaváchári.

The First Class was examined by the Rev. Walton, Captain. Rogers, Mr. Staunton, and the masters of the school. The marks gained as well as the reports of the examiners will be sent in an appendix to this report.

14. *University Examinations—B. A. Degree.*—Although students have been prepared for the last two or three years, this is the first year that any candidates from the Mysore Province have passed. Out of thirteen who were examined, seven passed and were presented by me for their degrees at the last convocation of the senate. Of these, four were candidates from the High School, of whom two passed in the second class. I regret the one I considered best failed, as he was employed at Shimoga nine months before the examination, and so was unable to get assisted in his studies. I was glad to observe the names of Coleman and Púrnaiya, formerly students at the High School, among the passed candidates.

F. A. Examination.—These results were not good; but it may be remarked that this examination has increased in difficulty since last year; the results however must be regarded as unsatisfactory and not creditable to the class. Out of seven candidates, two only passed, G. Coghlan standing however high in the 1st class.

Matriculation Examination.—These results were good. Sixteen were sent up from the school and nine others appeared for the examination by their own desire; of the former, eleven passed, one 14th in the 1st class, and of the latter, two.

15. Lower school was examined during the year and also at the annual examinations by the senior masters.

16. The prizes in the upper school have been awarded chiefly on

the results of the annual examination. In the lower school the daily marks as well as those obtained at examinations held during the year have decided the prizes. The marks gained by each boy will appear in an appendix.

17. Certificates of honor have been awarded to those who passed the University examinations, provided their conduct has been satisfactory in other respects.

18. We are indebted to the Chief Commissioner, the Director of Public Instruction, P. N. Krishna Múrti, Esq., and Narahari Rao, Esq., for contributing prizes, and I take this opportunity of expressing my thanks for the interest shewn towards the school.

19. *Engineering School.*—This school having been abolished, a class was formed at the High School, according to the wish of the Chief Commissioner, for which class Mr. Beveridge has been principally retained at the High School. There are now ten students in this class. For three mornings in the week they attend a class at the school for general education, and the remaining three mornings they go out surveying and levelling. The class also attends school from twelve to four each day.

A fuller report of this class will be given in a short time.

The annual return has been forwarded. From the unsettled state consequent on Mr. Wallace leaving the school, the usual annual examination was not held, but the following are the chief facts connected with the school.

(1.) At the commencement of the year there were 4 and at the end 9 students.
(2.) Monthly rate of fee ... Rs. 1 8 0
(3.) Amount collected .. Rs. 91 8 0
(4.) Average daily attendance about 5.
(5.) The scholarships were not drawn during the latter part of the year. Upon the results of an examination recently held I recommend W. Murrall and P. Másilámani for the two scholarships which I believe are to be still given to this class.

20. *Hindustáni Class.*—The annual return has been sent with the Normal School. This class is entrusted to M. Husén Alli and will be reported on soon. A room has been appropriated to the class, and the scholarships given as directed to the six students.

21. I have to express my best thanks for the cordial assistance I have received during the year from the masters of the school.

CHAS. WATERS, M. A.,
Principal.

APPENDIX II.

I. CIRCLE.

1. I have the honor to submit the Annual Educational Report for the Bangalore, Kolár, Mysore and Hassan Districts, which with Coorg form the First Circle.

2. *Number of Schools.*—There have been under inspection during the year 592 schools, as per subjoined statement. Of this number, 400 are Government institutions, and 192 aided and private. The total for last year was 412.

District.	Boys' Schools.			Girls' Schools.			Normal and Special Schools.	Total.
	Upper.	Middle.	Lower.	Upper.	Middle.	Lower.		
Bangalore ...	4	10*	*156	3	2	22	5	202
Kolár ...	1	1	122	...	...	5	...	129
Mysore ...	2	4	148	...	...	5	...	159
Hassan ...	1	1	96	...	...	3	1	102
Total.....	8	16	522	3	2	35	6	592

3. *Number of Scholars*—Under instruction in these schools are 16,541 male and 2,304 female pupils, or an aggregate of 18,845, against 16,023 for last year. The proportion in each District is as follows :—

District.	Boys.			Girls.			Pupils in Normal and Special Schools.	Total.
	Upper.	Middle.	Lower.	Upper.	Middle.	Lower.		
Bangalore ...	634	663	5,019	203	133	1,433	96	8,181
Kolár ...	72	61	2,982	...	...	151	...	3,266
Mysore ...	401	121	4,066	...	14	256	...	4,858
Hassan ...	169	32	2,161	...	...	114	64	2,540
Total.....	1,276	877	14,228	203	147	1,954	160	18,845

* Note.—5 of the middle class and 1 of the lower class in the Bangalore District are mixed schools.

4. *Primary Education.*—It is gratifying to report that the complement of talook (county) and hóbli (village) schools as sanctioned,—the former under the Honorable Mr. Devereux's scheme of 1858, the latter under my own, submitted in 1868,—has been fully made up, and that the remotest parts of the Province, within the limits now reviewed, have thus been to some extent brought under the influence of education. The 44 talook and 325 hóbli schools contain altogether close upon 10,000 pupils, which number will increase, but an extension as proposed of the village school system is needed before the demand for education can be adequately met.

5. *Mahomedan Education.*—The condition of Mahomedans as regards the means of education available for them received special attention. A report was drawn up on the subject, shewing that out of an aggregate of 189,272 Musalmáns, bearing to the entire population a ratio of 4·7 per cent, 2,244 children were being instructed, namely 2,083 boys and 161 girls. Of this number, 1,988 are in purely Persian and Hindustáni schools, the remainder in English or Kanarese schools. There is no doubt much private teaching, which escapes record, but allowing the largest margin for home instruction, a wide field, it was pointed out, yet remains for occupation. The establishment of additional Hindustáni schools, under trained masters, was accordingly recommended, as well as the supply of more complete text books than those now in use.

6. *Female Education.*—That the prejudices against the education of native girls are fast wearing away is evidenced by the number already under instruction. The representations made by me on this subject last year have been favorably received and funds placed at disposal for opening additional schools in localities from which frequent applications had been received. It is desirable that some provision for this purpose should be made from year to year.

7. *Pupil Teachers.*—Under instructions from the Government of India the formation of a body of pupil teachers has been commenced. It was the opinion of the Supreme Government that their services would be given gratuitously. The impracticability of carrying out the proposals on this basis was pointed out, and an allowance has since been sanctioned for them. These pupil teachers, it is intended, shall in future take

the place of assistant masters, thus reducing the expenditure under the latter head. An examination of the school statistics will shew that, as a rule, the attendance rises in direct proportion to the number of teachers. An expansion of existing schools will therefore unquestionably result from the appointments now referred to. But the measure should be extended to hóbli schools of which many are in absolute need of such assistance.

8. *Normal School.*—The English and Kanarese classes having completed their training, the Hindustáni Normal class was carefully re-organized and placed on a more satisfactory footing. The students who have passed out of it have given general satisfaction.

9. *Engineering School.*—This school was closed, and the instruction there given with the view of providing subordinates for the Public Works Department, it was resolved should in future form part of the course of study in District schools, the intention being that pupils of the local Engineering classes should devote a portion of their time to general education and not confine themselves to the professional lessons.

10. *Heads of Report.*—The above are a few prominent features of the year's operations, but the following detailed report will alone represent the proceedings completely. The information has been arranged under four heads, I. Government Schools, II. Aided and Private Schools. III. Book Department, and IV. Building Operations.

I. GOVERNMENT SCHOOLS.

1. District Anglo-Vernacular Schools.

11. Under this head fall the Rája's school Mysore, and the District schools of Hassan and Kolár. In the University examinations the two former maintained a good position. The latter, I regret to say, had no results to shew and has allowed itself to be distanced by the sub-district school of Chikka Ballápura.

School.	Number of Pupils in each Class.									Total.	Number of Masters.
	B. A.	F. A.	Mat.	I.	II.	III.	IV.	V.	VI.		
Mysore.	2	14	24	17	23	30	28	44	52	234	11
Hassan		...	12	12	18	14	20	23	*a*36 *b*24	159	6
Kolár		...	3	6	3	6	8	17	27	70	5

12. *Rája's School, Mysore.*—The increase of pupils continues unchecked, and the year closes with 234 in the English school. By adding the attendance at the Kanarese and Hindustáni branch schools, which will be more particularly mentioned in their appropriate places, the total runs up to 523, a larger number of scholars than has ever been connected with the institution, and which, compared with 366, the attendance at the end of last year, shews a very great advance. Mr. J. Dunning who has been in charge of the school for ten years, and to whom its prosperity is unquestionably due, has, with the sanction of the Supreme Government, been deservedly promoted to the rank of Principal.

13. From the college classes one passed the First Arts and five the Matriculation examination, being in each case a third of the candidates sent up. Preliminary comparative examinations were held in common with the High School and Bishop Cotton's school, Bangalore, in which the students of the Matriculation classes did better than those preparing for the F. A.

14. At the time of inspection, of the other classes the first passed a good examination in poetry and algebra. The second were not so well prepared with the reading lessons and arithmetic, their knowledge of the history of India was imperfect and in geography they did badly. The third class were very good at arithmetic, and wrote fairly to dictation, in Indian history they were not so well prepared. The fourth read well and had a fair acquaintance with grammar, in geography they were imperfect. The fifth class, A division, answered very readily questions on the history of England and worked sums fairly. The sixth, A division, read and translated satisfactorily and had a passable knowledge of the map of India.

15. I regret to say that the incipient interest which was awakened in cricket and athletic sports has been nipped in the bud, owing to the construction by the Municipality of an open sewerage drain right across the playground. Not only do the balls and other toys fall into this drain and become unfit to touch, but the air is tainted with odours which render some rooms, especially in the Hindustáni school, quite untenable.

16. *Hassan District School.*—This flourishing school still maintains the high character it has always borne under Mr. Haldwell, the Head Master, who is to be congratulated on the success of his exertions and

the increasing prosperity of the institution. The patronage bestowed upon it by Captain Hill, the Deputy Superintendent, has been of material assistance in recommending it to the population of Hassan, and the Chief Commissioner's recent visit has further given great encouragement to the masters.

17. Three students matriculated last December. About the same time I examined the first class in English poetry and found them both intelligent and well prepared in the selections they had studied. The second class did fairly in English history and poetry. The third class were good at arithmetic and fair in Indian history, reading and grammar. With the fourth class I was particularly pleased. Their knowledge of the third book and of geography was very good and of arithmetic fair. The fifth class examination was satisfactory in reading, geography and arithmetic. The several divisions of the sixth class did exceedingly well.

18. The wants of the school are inadequately supplied by the existing staff, and I propose that two pupil teachers be sanctioned immediately for the instruction of the lower classes. I also strongly recommend an increase of salary to the assistant masters. The Head Master not long ago received well merited promotion; but the salaries of assistants have remained unaltered. The popularity of the lowest class is greatly due to the ability of Vélándi, the master in charge, and of the others it may be said that they have all worked strenuously and contributed to the general advancement of the school. A most legitimate case is thus presented for the liberal encouragement of Government.

19. Cricket is played with as much vigour as ever, and by the kindness of Captain Hill some of the masters have been included in public matches at Mysore and Sakaléspura.

20. *Kolár District School.*—This school does not present similar encouraging signs of progress with the preceding. I was greatly disappointed with the results of the examination. The school has always before received favorable reports for many years past, and the retrogression in the present instance is therefore the more to be lamented. I cannot but attribute it to want of energy in the Head Master. I have no reason to suppose he has neglected the school or is devoid of interest in it, but he has not thrown himself earnestly into the work, and by a natural reac-

tion a spirit of lassitude seems to have crept over the under masters. Unless decided improvement shortly takes place changes must be made in the staff.

21. No candidates from this school succeeded in matriculating, and of the students under preparation for it, I found most very deficient in their knowledge of the meaning of their text books and dull in mathematics. These remarks apply equally to the first class and indeed more or less to all. In short the boys appeared to have been ineffectually taught and were in consequence not prepared for examination.

22. The play ground mentioned in my last report has through the interest of the Deputy Superintendent been secured and enclosed.

2. Sub-District and Talook Anglo-Vernacular Schools.

23. Of the five schools composing this class the one at Chikka Ballápura, the Kolár sub-district head quarters, has taken a decided lead. Two candidates prepared for Matriculation by the Head Master were successful and the school generally is much better attended than any of the others. The Chennapatna school has made some progress towards a recovery of its early popularity.

School.	Number of Pupils in each Class.						Total.	Number of Masters.
	I.	II.	III.	IV.	V.	VI.		
Chikka Ballápura ...	6	9	8	6	9	22	60	4
Chennapatna ...	2	5	6	...	5	19	37	2
Gundlupéte ...	...	...	4	9	12	7	32	1
Hunasúru ...	...	10	5	6	7	7	35	2
Holé Narasipura ...	...	...	6	4	7	15	32	2

24. *Chikka Ballápura.*—The progress of this school has been very satisfactory and entitles the Head Master, Venkatapataiengar, to commendation. I was much gratified at the time of inspection with the first and second classes in particular, and consider that they have been well taught. The former answered very correctly questions on the somewhat difficult poetry of Tennyson's Morte d' Arthur and analysed the sentences in a

creditable manner. In their other lessons they were equally *au fait*. Some of the junior classes did not acquit themselves quite so well, but altogether the school is in good condition and improving.

25. *Chennapatna.*—As the number of pupils has risen from 18 to 37, it may be hoped that the school has reached a turning point in its career. The classes are very small, but as the sub-divisions cannot well be fewer and there are only two masters, I recommend the appointment of a pupil teacher. This assistance would allow of more application being given to the teaching of the advanced students. Though intelligent youths their instruction seems to have been imperfect and hasty, shewing that the master had not sufficient time to devote to them. The general result of the examination was not unfavorable.

26. *Gundlupéte.*—This school is very well managed and does credit to the master. I was much pleased with the intelligence of the upper class. The number of classes is too many for one man to teach properly, especially as a third class will now be formed. Regarding the school premises I would refer again to my remarks in last year's report. It will very shortly be impossible to retain them any longer for the school, as the owner is about to marry and settle there. No other suitable place is available.

27. *Hunasúru.*—The number of pupils has remained stationary; but the standard of the school is higher than last year, there being now a second class. The general result of the examination was fair, though some of the lessons had not been sufficiently revised owing to the Head Master's absence shortly before on account of dangerous illness.

28. *Holé Narasipura.*—The number of boys is less than last year. The decrease is due to the transfer of certain officials from whose families a great many pupils attended. Five used to come from the Sheristadar's house alone. On examination the third class, the highest, did well in arithmetic and grammar, and fairly in reading and geography. The fourth class answered fairly in all the subjects taken up. The fifth and sixth classes were satisfactorily prepared with their elementary lessons. On the whole I think the school is well conducted. That the number of students is not larger is to be regretted.

3. Talook Kanarese Schools.

29. Bangalore District.—This District contains now only twelve talooks, owing to the reduction of Yelahanka at the commencement of year. The school at that place, for which premises were specially erected a short time ago, continues however on its former footing and is well attended. A new school has been opened with much success at Kánakánahalli. We have thus eleven schools in the District of this class. Of the unoccupied talooks, Bangalore and Anekallu, the former is crowded with schools of every denomination, the latter has for the present been left as the field of the London Mission school established there.

School.	No. of Pupils in each Class.						Total.	No. of Masters.
	I.	II.	III.	IV.				
				A.	B.	C.		
Chennapatna ...	...	...	6	9	33	...	48	2
Closepéte ...	...	...	18	7	20	23	68	2
Dévanahalli ...	...	4	8	20	...	...	32	1
Dodda Ballápura ...	...	4	9	21	21	22	77	5
Hosakóte	...	...	10	20	...	...	30	2
Kánakánahalli ...	...	...	8	14	24	21	67	1
Kengéri	...	2	8	22	...	...	32	1
Mágadi	...	2	8	17	18	22	67	2
Nelamangala ...	...	...	3	15	24	32	74	3
Sarjápura ...	...	7	5	18	20	...	50	2
Yelahanka... ...	...	10	13	5	18	...	46	2

30. *Chennapatna.*—The numbers in attendance have greatly increased owing to the exertions of the assistant master ; but the grade of the instruction is still very low. As there was no likelihood of an improvement under the existing Head Master he has been removed.

31. *Closepéte.*—The attendance is slightly reduced since last year, owing to several boys of the highest class having left school from the conviction that they have acquired as much knowledge as they will ever need. These boys were all present and nothing would convince them that it would be profitable to stay longer at school and rise to the first class. They are sons of Shánbhógs and have therefore no fear for the

future. The boys actually studying in the school passed a fair examination. One great drawback is the unwillingness of their parents to buy the necessary books.

32. *Dévanahalli.*—This school is being carried on steadily and the boys are well taught. It seems however to be altogether in a depressed condition and the attendance is poor and irregular. Apart from the loss of prestige which ensued on the abolition of the English school, there are four rival schools in the town conducted by natives and containing from 20 to 25 pupils each. There is reason to believe that the inhabitants are very strong conservatives as regards Hindu institutions, and it is not improbable that they prefer the old style of school. The Government school building, however, is an uninviting looking place, and would, I think, come better under public notice if a couple of feet were taken off the high enclosure wall which entirely shuts it out from observation.

33. *Dodda Ballápura.*—The following is an extract from my inspection report upon the school. The Head Master referred to has since been transferred to another station. This school has a large number of pupils, though far less than two years ago. It will be observed, however, that all but a very small proportion are in the fourth class. This partly arises from the Head Master's taking upon himself the instruction of all the boys above that grade, from a desire, as it appears, of preserving his own dignity by keeping all the subordinate masters on one level. He has nominally 7 boys in 2 classes. These however are all taught together and form in reality but one class. Only 3 of the number were present. I have directed that these two classes be united to make a new second, that the A division of the fourth class be converted into the third and so on. The results of the examination of the second and third classes were very unsatisfactory. The lower classes did better.

34. There is a great deal of ill-feeling between the several masters, and two had re-opened their old private school under a brother. This being a violation of the condition on which they were received into Government employ, I took measures to have it closed, which has been done. I regret that the Head Master's authority over his assistants appears to be so feeble and that he should act so much the partisan instead of controlling the whole.

35. *Kánakánahalli.*—I am glad to report that this school has made a very promising beginning. The boys are sharp and anxious to learn. The master seems devoted to his work.

36. *Kengére.*—The boys passed a satisfactory examination shewing that the master had been attentive to his duties. The decrease in the number of pupils is attributed to the want of an assistant in the instruction.

37. *Mágadi.*—The attendance is good and the school appears to be popular. The lessons were on the whole fairly done, and decidedly better than I have heretofore observed under this Head Master.

38. *Nelamangala.*—This school contains a large number of pupils, the majority being of the lowest or fourth class grade. I was gratified with the results of the examination. There are 25 Musalmán boys at the school. The premises, an old travellers' bungalow, are too cramped for the classes, and alterations are urgently needed to adapt some of the small rooms and verandahs for the use of the school.

39. *Hosakóte.*—This school appears to be well conducted and to be an object of interest to the residents of the town. The recent out-break of cholera broke it up for a time, but the numbers are rapidly rising to their former point. The senior boys belong to trading classes and are unwilling to remain at school beyond the time required to reach the second class. They were very eager to work sums in arithmetic and were quick in operation, though not very correct, which was attributed to want of practice during the time the school was closed.

40. *Sarjápura.*—With this school I was very pleased. The attendance is good, and the instruction has been thorough and methodical.

41. *Yelahanka.*—The master of this school is a clever man and an earnest teacher, though displaying perhaps too much of the váidíka character and want of method. The boys did fairly well in examination and the attendance is good.

42. KOLAR DISTRICT.—Of the eleven talook schools of this District all are working steadily with the exception of one at Srínivásapura, the master of which it has been necessary to remove to a lower grade. The interest which Mr. Mahomed Ali, Assistant Superintendent, has display-

ed in the schools in his sub-district has materially strengthened the hands of the masters in that part of the Province.

School.	No. of Pupils in each Class.						Total.	No. of Masters.
	I.	II.	III.	IV.				
				A.	B.	C.		
Bágépalli	...	...	3	10	...	...	13	1
Bowringpéte ...	...	...	1	10	19	...	30	1
Chikka Ballápura ...	...	...	10	13	13	15	51	2
Chintámani ...	...	7	8	15	16	...	46	2
Góribidanúru ...	...	...	5	10	11	...	26	1
Gudibanda ...	...	5	7	8	10	...	30	2
Kolár	...	...	5	10	10	11	36	2
Mulabágalu ...	...	2	5	6	11	...	24	2
Narasápura ...	...	2	5	10	14	...	31	2
Srínivásapura ...	...	...	5	8	7	...	20	1
Sidlaghatta ...	...	...	7	13	5	...	25	1

43. *Bágépalli.*—This school is not a large one, but appears to be going on regularly, and has made decided progress since the last inspection. Suitable premises have now been procured for it, and the only drawback is the irregular attendance of several of the boys. There is a proprietary school in the town, containing about half a dozen pupils, established on a contract for three years.

44. *Bowringpéte.*—This school has made satisfactory progress, and the number of pupils has increased. Many of the boys are acquainted only with Telugu and their instruction involves extra labor on the part of the master, who himself is not very conversant with that language. An application is made for an assistant.

45. *Chikka Ballápura.*—The number of pupils is considerable, but as they generally leave school as soon as they can read and write, or else join the English school, no high standard has been attained. I consider that the two lower divisions under the assistant master did rather better than the others under the Head Master.

46. *Chintámani.*—I found this school in good order, and the boys well prepared with their lessons. The people of the place appear to feel

as great an interest in witnessing the performances of their boys as ever, and educational operations receive every encouragement from the acting Amildar.

47. *Góribidanúru.*—This school continues in fair working order and the boys seem anxious to learn and to give satisfaction. The Amildar is a frequent visitor, and exercises a good influence in its favor.

48. *Gudibanda.*—There is a good school in this talook and the boys appear to be interested in their lessons and getting on well. Much difficulty was for some time experienced in carrying on the school for want of an assistant teacher. This has now been supplied.

49. *Kolár.*—The classes of this school are well filled, but I was not satisfied with the progress of the boys. This branch has only just been removed into the new building from the dark native house in which it has been carried on for some time, and I trust that the more effective arrangements which can now be made will lead to a decided improvement.

50. *Mulabágalu.*—This school continues to be well conducted though the numbers in attendance are not quite so high as last year. The Telugu branch has a greater attraction for boys in that part of the country.

51. *Narsápura.*—Though not at the talook head quarters, this school has always kept up a good attendance. Its general condition and the quality of the instruction are satisfactory.

52. *Srínivásapura.*—This school was poorly attended, and I had little doubt that it had been neglected by the Head Master, who had in some way, perhaps for this reason, given offence to the better portion of the residents and left the instruction principally to his son. The man has now been removed from this talook.

53. *Sidlaghatta.*—The boys have made good progress in their lessons and the school is efficiently conducted. The determination to erect new premises within the town, making use as far as possible of the materials of the old building will, it is expected, lead to the permanent success of the institution.

54. MYSORE DISTRICT.—The formation of the Ashtagram Talook out of two others has reduced the number of talooks to 12, in each of which there is now a school. The one at Hunasúru was newly established this year. Remarkable success continues to attend on the Kanarese branch of the Rája's school, Mysore. The state of the Nanjanagúdu, Chámarájanagara and Mallavalli schools is also particularly satisfactory. A strong evidence of the popularity and efficiency of the schools in this District is the increase in the general attendance from 481 to 667.

School.	No. of Pupils in each Class.						Total.	No. of Masters.
	I.	II.	III.	IV.				
				A.	B.	C.		
Chámarájanagara ...	...	...	10	10	12	...	32	1
Gundllupéte ...	...	4	6	4	16	...	30	1
Hunasúru ...	...	...	...	20	...	...	20	1
Maddúru ...	...	...	2	12	15	...	29	1
Mallavalli...	...	...	8	18	8	25	59	1
Mandya ...	...	1	12	15	12	...	40	1
Mysore ...	9	12	38	40	50	38	187	4
Nanjanagúdu ...	4	8	12	17	13	...	54	1
Narasipura (Talakádu)	...	3	6	6	15	20	50	1
Sargúru ...	...	...	6	10	11	25	52	2
Seringapatam ...	...	...	14	10	20	...	44	1
Yedatore ...	..	3	19	16	32	...	70	1

55. *Chámarájanagara.*—The state of this school gave me much satisfaction. The boys have been well and carefully taught, and a very great improvement has taken place under the present master. His success is all the more creditable as he has been exposed to many difficulties. Five of the elder boys, instigated, as is alleged, by the former master and with the view of his being re-called, have devoted themselves to persecuting the present one and hindering boys from attending the school by maltreating them on the road. The fathers of the boys expressed great regret for their sons' misconduct and said they had repeatedly punished them without any effect. They were quite beyond control. Every

one present almost joined in condemning and abusing the boys. I was rather at a loss how to proceed as the boys were most defiant to their fathers. I however resolved to try the effect of kindness, and accustomed as the boys had been to general abuse, they seemed quite cowed by different treatment. They then complained that the master was inferior to them in knowledge of arithmetic. I therefore gave the principal youth, who was acknowledged to be the cleverest in arithmetic, a sum, which after many and prolonged attempts, assisted by the others and a book, he could not work. I then made the master shew him how to do it. This public trial, coupled with the consideration shewn to them, resulted in making the boys give in completely, and on further shewing them that opposition to the present master would certainly not bring back the former one, they were a good deal abashed and with some hesitation consented to join the school again and attend to their studies. The temper and conduct of the Head Master were admirable throughout.

56. *Gundlupéte.*—This school has increased and is doing well. The master however has suffered so much from the climate that it has been necessary to transfer him to another District.

57. *Hunasúru.*—This is a new school and has made a fair beginning. Its want has long been felt and an increasing attendance may be expected.

58. *Maddúru.*—Though the master at this station is not so energetic as could be wished, the school has a large number of pupils, and has made decided improvement.

59. *Mallavalli.*—A large school, which is very well conducted and has made considerable progress during the year. The master has bestowed great attention on the boys.

60. *Mandya.*—The number of boys in the upper classes is very small, and I am disposed to think the school has made but little advance during the year.

61. *Mysore.*—The remarkable success of this school does credit to the exertions of Mallappa, the able Head Master. All the classes passed a very satisfactory examination. I must point out however the utter

inadequacy of the present staff of teachers to carry on efficiently the instruction of the large and continually increasing number of pupils.

62. *Nanjanagúdu.*—This I should place next in order to the school at Mysore. The master, assisted by his brother, who receives no pay, has been very successful, as the boys were thoroughly well prepared with all their lessons.

63. *Narasipura.*—This school contributes its share to the general improvement of the talook schools in the Mysore District this year. The boys have been fairly taught, and the master himself improved by the exertions he has put forth in their instruction.

64. *Sargúru.*—I am glad to report a considerable improvement in the condition of this school. The attendance has more than doubled, and the upper boys have made considerable progress. The school premises have been put into good order and made cleaner and more airy. All the boys that would ordinarily have gone to the private school in Togatagere have now joined the Government school. If regular attendance is enforced, there is a good prospect before it.

65. *Seringapatam.*—The amalgamation of the talook and hóbli schools in this place and the appointment of the present master, who was formerly in charge of the inferior school, have resulted in nearly trebling the attendance during the year. The boys have been well taught and seem devoted to their lessons.

66. *Yedatore.*—The attendance has very largely increased, mainly owing to the union of a private master with the school. The proficiency of the boys was below what I had expected to find. I recommend an allowance being sanctioned for the private master as an assistant. Failing this the people will withdraw their children again.

67. Hassan District.—Of the ten schools now established in this District, those at Alúru and Hassan are new ones. The former, at the earnest request of the residents, has been tentatively opened at the head quarters of the Maháráj anadurga Talook; but its removal to a more populous locality will probably be necessary. The Hole Narasipura school is by far the most advanced and best taught of the schools, and may fairly take rank with those of Mysore and Nanjanagúdu. The Attikuppa school has made very good improvement.

School.	No. of Pupils in each Class.						Total.	No. of Masters.
	I.	II.	III.	IV.				
				A.	B.	C.		
Alúru	...	...	...	11	...	...	11	1
Arakalagúdu ...	...	...	...	8	14	20	42	1
Attikuppa ...	...	...	6	12	20	...	38	1
Bélúru	...	6	4	10	12	...	32	2
Háranahalli ...	...	...	5	11	20	...	36	2
Hassan	...	...	..	3	12	9	24	1
Hole Narasipura ...	4	6	9	12	10	15	56	2
Nágamangala ...	...	...	5	7	...	...	12	1
Nuggéhalli ...	..	...	3	7	10	...	20	1
Sakaléspura ...	...	4	5	11	...	...	20	1

68. *Alúru.*—This place, the head quarters of the Mahárájanadurga Talook, consists of little more than the Amildar's cutcherry and a few houses of the talook officials. The school is held in one room of the cutcherry. The people are anxious that it should remain where it is, and the residents of Morasu, a large village near, have undertaken to send some boys. I had recommended Gorúru as a more suitable station, but after consultation with the Deputy Superintendent I have directed the master to remain where he is for a short time that the success of the school at Alúru may be further tested.

69. *Arakalagúdu.*—I regret that I am unable to report favorably of this school. The people are no doubt somewhat difficult to deal with, and the situation of the school furnishes many with a pretext for not sending their children. I think however the master is not free from blame for many irregularities. The repairs of the school executed under the Amildar's orders have not been carried out satisfactorily.

70. *Attikuppa.*—This school has been well managed and made excellent progress. The master is a trustworthy man and appears to have gained the good will of the residents.

71. *Bélúru.*—This school has much improved in the character of the instruction and does credit to Gundappa, who takes the lion's share of the work. The advance now noted is mainly due to the proximity of

the training school for hóbli masters, which had been located here for some months.

72. *Háranahalli.*—Although this school, owing to want of sanction for the assistant, has lost a great many pupils, I think the general condition of it has improved. The instruction however is very imperfect. The private master who so long acted as a volunteer assistant, left the place without notice, hopeless of obtaining any answer from Government. As it is not known where he has gone to and there is no prospect of his return, I have recommended the appointment of a pupil teacher instead.

73. *Hassan.*—This school is a new one and has made a good beginning. The boys are all of the fourth class and form three sub-divisions. It is perhaps desirable to have it in a separate building from the Government school.

74. *Hole Narasipura.*—This is decidedly the best Kanarese school in the District and one of the most successful in the Department. The promotion of both the masters would be no more than an act of bare justice. I also recommend the appointment of a pupil teacher, for which place there are several excellent candidates in the second class. These boys are so thoroughly prepared in their lessons and vie with each other in such a friendly spirit of emulation that it is a pleasure to examine them.

75. *Nágamangala.*—The attendance here has fallen off very much, and I fear the master has been engaged in studying Sanskrit to the neglect of his own proper duties. The recently appointed Amildar has promised to provide a more suitable building for the school in a central spot, and the principal shettís being assembled, declared their intention of sending their children if the school were a more reasonable distance from the péte. So large and important a town might with proper management support a flourishing school, and I trust the arrangements above mentioned will produce the desired result.

76. *Nuggéhalli.*—The school at this place is not well attended. But I am assured that no more boys exist in the place of an age to come to school. Although the town is an important one, the Shri Vaishnava Brahmans who preponderate there are officials in high employ and therefore constant absentees. Hence there may be grounds for the report. The master suffers much from weakness and relies a good deal on the aid of his son, an intelligent youth, who forms the third class.

77. *Sakaléspura.*—This school is in a much better condition than last year. I recommend the appointment of a pupil teacher to assist the master. The school premises have been neatly enclosed, but the situation is unfortunate and the building has been so decked out with bright colors by the contractor who last repaired it, that the object of its erection would hardly be guessed.

4. Telugu Schools.

78. Only four schools of this class have been provided for as yet, those at Mágadi and Kolár being carried on by volunteers. The Chintámani and Mulabágalu schools are the best and most satisfactorily taught. The Chikka Ballápura school is comparatively new and may improve. It contains two girls. The Srínivaspura school is not what it should be, though I think it deserves more commendation than the Kanarese school. A fresh arrangement regarding the latter will have its effect upon the other branch and lead to its improvement.

School.	No. of Pupils in each Class.						Total.	No. of Masters.
	I.	II.	III.	IV. A.	IV. B.	IV. C.		
Chikka Ballápura ...	...	...	6	4	5	15	30	1
Chintámani ...	...	...	5	6	6	8	25	1
Kolár	...	...	...	8	3	21	32	Volunteers.
Mágadi	...	...	2	5	14	10	31	
Mulabágalu ...	...	...	1	17	20	...	38	1
Srínivásapura ...	...	...	5	5	7	...	17	1

5. Hindustani School.

79. The success of the few Hindustáni schools maintained by Government has been most encouraging. The Mysore school, which forms a branch of the Rája's school, has increased its numbers 500 per cent. Those at Kólár and Chikka Ballápura are both highly satisfactory.

80. Particular attention was directed during the year to the provisions for the education of Mahomedans, and in consequence of the representations made, sanction has been received for establishing several new Hindustáni schools in favorable localities under masters specially trained for the work.

School.	No. of Pupils in each Class.						Total.	No. of Masters.
	I.	II.	III.	IV.				
				A.	B.	C.		
Mysore ...	...	10	16	20	26	30	102	1
Kolár ...	4	8	18	10	22	...	62	3
Chikka Balláipura ...	..	3	5	15	20	...	43	1

81. *Mysore.*—The attendance at this school, as anticipated last year, has risen very high, with a still increasing tendency. Its popularity is the natural effect of the excellent management and instruction of the Head Master now in charge. One of the students of the Hindustáni Normal School was deputed to assist him, as a temporary measure of relief in the work of teaching so considerable a number of pupils.

82. *Kólár.*—This school has not fallen away from its uniformly successful career. The elder boys have now reached the first class, and it would be difficult to find more intelligent and well educated lads than two or three of them in any school we have. This branch is by far the most efficient of any of the educational establishments at Kolár. The large number of absentees at the time of inspection was, I may remark, accidental and owing to an important ceremony held near Mulabágalu at that time, to which many of the pupils had been taken by their parents.

83. *Chikka Balláipura.*—With this school I was pleased. The trained master under whom it has been established is a painstaking man, and has gained the good opinion of the Mahomedan residents. The Assistant Superintendent has rendered him valuable assistance. The absence of a third class will now be made up by the promotion to that grade of the A division of the fourth class. But I must call attention to the necessity that exists for an assistant in the work of instruction.

6. Hobli (Village) Schools.

84. The filling up of all the hóblís has been an important end accomplished during the year. There are thus 325 schools of this class in the First Circle, nearly one third of which I have personally inspected.

85. Successful as a majority unquestionably are for the purpose for which they were established, two provisions remain to be made in order to ensure their continued development. When the schools were new, and as it were on trial, these matters were of little importance, but now that the system has been securely built up, the absence of these arrangements is exerting a depressing influence and demands attention. The provision of some certain prospect of promotion or reward to deserving masters; and of means for furnishing assistance, as by pupil teachers or otherwise, to those schools whose pupils are too numerous for instruction by a single master ; are the two points which I desire to recommend in an especial manner for adjustment.

86. All the men receive a uniform salary of Rs 7 a month. This suffices for little more than the support of the master himself. In the hope however of at length being in a position to maintain a family, many a man has strenuously exerted himself to collect boys and get his school on, who finding that no substantial reward was thereby obtained, has either thrown up his appointment or devoted his time to more profitable labors at the expense of the school. The low pay indeed causes punishment by the infliction of fines to be severely felt, but the penalty loses much of its deterring influence when there is no corresponding scale on the other hand of rewards for the meritorious.

87. It has been pointed out by me in previous reports that parents will not send their children to a school where the numbers in attendance are what they consider in excess of the ability of the teachers to attend properly to their instruction, and in general the appointment of an additional teacher to a flourishing school will have the effect of confirming its prosperity and encouraging an increased attendance. Failing a grant of such assistance, the master gradually relaxes, as he cannot avoid doing, his exertions and the school gradually goes down. But by providing auxiliary teachers the master is enabled to carry on the instruction of the upper boys to the highest standard, which he cannot otherwise do, for as the most public test of success is a good attendance, he must devote his time to the most numerous class of boys, and the advanced pupils are thus almost as it were compelled to leave.

88. The necessity of providing rewards for deserving hóbli masters, and of furnishing assistants wherever it is justified by the state of the

school, will I trust have been made clear. These measures would add immeasurably to the popularity and efficiency of the schools, which have now reached a stage in which attention to them cannot without injury be postponed.

89. Thus would be increased the attendance at existing schools, but as mentioned by me in last year's report, an extension of the village school system is in every way desirable. Though boys from neighbouring villages do often come some distance to attend school, yet the extent of a hóbli is too great to allow of their doing so from all parts of it. Some hóblís contain sufficient large villages to support three or four schools. The anxiety of the people to obtain additional schools is undoubted. I have been frequently entreated to visit villages in which there was such a demand, and great has been the disappointment of the residents on being informed that under present orders each hóbli can only have one school.

90. To meet such cases a proposal was made by me last year. A similar plan has since occurred to me, which will involve no alteration in the sanctioned monetary provision for hóbli schools. The number originally entered in the hóbli scheme was 645, based upon the talook sub-divisions at that time in force. But as the revision of the revenue establishment had then been carried out only in some of the Districts, the others were reckoned according to the old system, which gave them a far greater number of schools than would on the improved scale fall to their share. The Districts principally thus affected are Shimoga and Kadoor, precisely those in which the introduction of the hóbli schools is the most backward. It appears that the four Districts of Mysore forming the second Circle contain no more than 204 hóblís, if reckoned on the same system throughout, but it has 320 schools allowed to it, owing to the calculation by the old Máganís instead of by the new hóblís. It is proposed therefore that additional hóbli schools, as may be required up to the limit of 100, should be assigned to this Circle, which will still leave 220 at disposal for the other less populous Districts. In this way, without essentially disturbing the original scheme, the demand for more village schools may be met in a simple manner. The matter is prominently brought to notice by each one of my Sub-Deputy Inspectors in his annual report.

91. Bangalore District.—This District contains 75 schools, which are visited once in four months by the Sub-Deputy Inspector, Dakshiná-mórti Shástri. In classifying the schools he places 39 in the first grade,

as being satisfactory in both attendance and progress; 23 in the second grade, as having a good attendance, but being deficient in progress; and 13 in the third grade, as unsatisfactory in both respects. Three-fourths of the pupils are described as of the ryot or agricultural class, and one-fourth as Brahmans. The schools contain 71 Mahomedans and 21 girls. It is found that the people are generally satisfied with the instruction of their children up to the standard appointed for the second class, hence the rarity of any school as yet having a first class. The following list contains particulars regarding each school, with a note in the column of remarks on its general condition.

No.	Hóbli.	Village.	No. of Boys in each Class.					No. of Girls.	No. of Night Students.	Total.	No. of Masters.	Remarks.
			I.	II.	III.	IV.	V.					
	ANEKALLU TALOOK.											
1	Anekallu ..	Bidarugere ...	...	...	...	3	8	...	...	11	1	Fair.
2	Attibele ...	Attibelę ...	...	3	9	6	17	...	...	35	2	Good.
3	Háragadde ...	Háragadde ...	...	...	2	5	5	...	...	12	1	Bad.
4	Iggalúru ...	Iggalúru ...	...	...	2	7	4	...	...	13	1	Bad.
5	Jigani ..	Jigani ...	...	...	2	5	...	...	...	7	1	Bad.
	BANGALORE TALOOK.											
6	Agara ...	Agara ...	...	4	2	7	12	...	10	35	1	Very good.
7	Halasúru ...	Binnamangala ...	...	...	...	...	16	...	...	16	1	Fair.
8	Krishnarájapura ...	Krishnarájapura ...	...	...	8	7	10	...	3	28	1	Fair.
9	Yelahanka ...	Bánávára ...	...	...	3	7	10	...	...	20	1	Fair.
10	Yesavanchapura ...	Hebbála ...	...	...	5	4	12	...	...	21	1	Good.
	CHENNAPATNA TALOOK.											
11	Chennapatna ...	Mailnáyakanahosa-halli ...	...	6	7	4	2	...	...	19	1	Fair.
12	Honganúru ...	Honganúru ...	...	...	5	4	19	...	...	28	1	Bad.
13	Molúru ...	Bévúru ...	...	...	...	...	25	...	...	25	1	Good.
14	Mudigere ...	Mákunda ...	...	...	4	3	11	...	...	18	1	Good.
15	Virupákshipura ...	Akkyúru ...	...	4	6	7	12	...	...	29	1	Good.
	CLOSEPETE TALOOK.											
16	Bhairamangala ...	Bhairamangala ...	...	...	7	8	14	1	...	30	1	Fair.
17	Closepéte ...	Sugganahalli ...	...	...	4	11	16	...	...	31	1	Good.
18	Kúnagallu ...	Kúnagallu ...	...	...	3	2	5	...	5	15	1	Bad.
19	Mákali ...	Kútagalluhosúru ...	...	...	16	12	14	2	...	44	1	Very good.

No.	Hóbli.	Village.	No. of Boys in each Class.					No. of Girls.	No. of Night Students.	Total.	No. of Masters.	Remarks.
			I.	II.	III.	IV.	V.					
		Devanahalli Talook.										
20	Búdigere ...	Búdigere ...	...	5	11	14	39	...	6	75	2	Very good.
21	Chennaráyapatna ...	Chennaráyapatna ...	...	..	...	...	2	...	...	2	1	Bad.
22	Dévanahalli ...	Kannamangala ...	...	...	2	3	11	1	1	18	1	Bad.
23	Jála ...	Bettadahalasúru ...	...	...	4	4	10	...	...	18	1	Good.
24	Jangamakóte ...	Jangamakóte ...	...	7	6	7	16	...	...	36	1	Good.
25	Kallahalli ...	Kyalanúru ...	...	7	16	5	13	...	...	41	1	Fair.
26	Kundána ...	Bírasandra ...	...	...	7	6	3	..	5	21	1	Good.
27	Vadagénahalli ...	Mélúru ...	...	...	7	9	16	..	...	32	1	Good.
		Dodda Ballapura Talook.										
28	Dodda Ballápura ...	Aralumallige ...	...	...	4	5	4	...	...	13	1	Fair.
29	Honnávára ...	Honnávára ...	...	3	4	3	6	...	...	16	1	Good.
30	Hulikunte ...	Hulikunte ...	...	...	3	6	10	...	...	19	1	Good.
31	Kákollu ...	Haniyúru ...	...	...	5	4	8	...	5	22	1	Good.
32	Kódihalli ...	Márasandra ...	...	2	4	7	3	...	...	16	1	Good.
33	Rájagatta ...	Melékóte ...	...	...	...	...	7	...	...	7	1	Bad.
34	Tippúru ...	Hanabe ...	...	...	...	...	8	...	...	8	1	Bad.
35	Túbagere ...	Túbagere ...	...	6	6	7	17	...	4	40	1	Good.
		Hosakote Talook.										
36	Gubbi ...	Bidaruhalli ...	...	...	7	6	6	...	...	19	1	Fair.
37	Hosakóte ...	Lakkondahalli ...	...	4	6	5	4	...	2	21	1	Good.
38	Hullúru ...	Távarékere ...	...	7	6	4	17	4	2	40	1	Fair.
39	Kádgódi ...	Kádgódi ...	...	11	8	16	16	2	16	69	1	Very good.
40	Nandagudi ...	Hindiganálu ...	...	5	5	6	22	...	...	38	1	Fair.
41	Súlibele ...	Súlibele ...	...	4	8	6	22	...	3	43	1	Good.
42	Vágatta ...	Vágatta ...	...	5	5	6	9	2	...	27	1	Good.
		Kanakanahalli Talook.										
43	Háróhalli ...	Háróhalli ...	...	...	...	1	4	29	1	...	35	1	Bad.
44	Vúyemballi ...	Hálahalli ...	...	...	...	...	9	15	...	...	24	1	Good.
45	Kánakánahalli ...	Búdiguppe ...	...	...	...	...	8	10	...	...	18	1	Good.
46	Kódihalli ...	Kódihalli ...	...	...	...	2	5	19	...	...	26	1	Fair.
47	Maralavádi ...	Maralavádi ...	...	...	...	11	7	28	...	...	46	1	Good.
48	Mudavádi ...	Mudavádi ...	...	...	...	...	...	16	...	...	16	1	Bad.
49	Sómanahalli ...	Sómanahalli ...	...	...	...	4	5	16	...	...	25	1	Fair.
50	Tungáni ...	Tungáni ...	...	...	...	5	6	9	...	..	20	1	Fair.

No.	Hóbli.	Village.	No. of Boys in each Class.					No. of Girls.	No. of Night Students.	Total.	No. of Masters.	Remarks.
			I.	II.	III.	IV.	V.					
		KENGERI TALOOK.										
51	Bidadi ...	Bidadi ...	...	...	25	15	20	...	...	60	1	Good.
52	Kengéri ...	Chikkanahalli ...	...	4	5	3	10	4	...	26	1	Good.
53	Távarékere ...	Távarékere ...	..	...	4	6	10	...	...	20	1	Fair.
54	Vuttrahalli ...	Vuttrahalli ...	...	...	2	5	10	...	...	17	1	Fair.
		MAGADI TALOOK.										
55	Gudémáranahalli ...	Mótaganhalli ...		...	4	14	23	...	..	41	1	Good.
56	Hulikallu ...	Hulikallu ...	...	...	5	4	9	1	3	22	1	Fair.
57	Kudúru ...	Kudúru ...	...	8	9	12	34	2	...	65	1	Very good.
58	Mádabalu ...	Vadavatta ...	..	...	5	4	20	...	...	29	1	Good.
59	Mágadi ...	Tirumale ...	...	5	8	7	21	...	...	41	1	Good.
60	Nárasandra ...	Nárasandra ...	...	...	8	9	10	...	...	27	1	Good.
61	Sátanúru ...	Kalya ...	...	...	5	9	6	...	...	20	1	Fair.
62	Sólúru ...	Sólúru ...	...	4	5	10	19	...	15	53	1	Good.
63	Tippasandra ...	Tippasandra ...	...	...	13	6	15	...	...	34	1	Bad.
		NELAMANGALA TALOOK.										
64	Bégúru ..	Bégúru ...	...	3	3	5	5	...	...	16	1	Good.
65	Doddabele ...	Doddabele ...	...	...	6	8	4	...	...	18	1	Fair.
66	Mélanahalli ...	Mélanahalli ...	...	8	2	4	2	...	...	16	1	Good.
67	Nelamangala ...	Alúru ...	...	..	2	8	12	...	...	22	1	Good.
68	Nijagallu ...	Yelékétanahalli ...	...	...	3	8	11	...	...	22	1	Good.
69	Sondékoppa ...	Sondékoppa ...	...	3	10	6	6	...	...	25	1	Fair.
70	Tyámagondlu ...	Tyámagondlu ...	...	4	8	32	39	...	...	83	1	Very good.
		SARJAPURA TALOOK.										
71	Bégúru ..	Bégúru ...	...	3	4	6	7	...	...	20	1	Fair.
72	Bidarukuppe ...	Bidarukuppe ...	..	...	5	4	8	...	4	21	1	Fair.
73	Mugalúru ...	Mugalúru ...	...	4	5	6	4	...	3	22	1	Good.
74	Sarjápura ...	Dommasandra ...	...	6	7	14	22	...	12	61	1	Very good.
75	Vartúru ...	Gunjúru ...	..	6	5	8	10	1	4	34	1	Fair.

92. KOLAR DISTRICT—Comprises 81 schools, which are superintended by the Sub-Deputy Inspector Shámáchári. He considers that progress has been made during the year, as evidenced by the unwillingness of the people of any village to lose the school if its transfer become necessary,

and by the disappearance of nearly all the private schools from the villages where hóbli schools have been established. A great drawback to the schools arises from factious party disputes, carried on perhaps for years past. The partisans on either side will sacrifice every thing to gain even a momentary triumph over the opposite faction. Hence an institution so dependent on the people as a hóbli school is often placed in jeopardy between two fires, to satisfy one party, is *ipso facto* to offend the other. It is more pleasing however to draw attention to interest in the schools on the part of influential men. Zamindar Rámappa of Kottamangala, Avani Hóbli, Mulabágalu Talook, is specially praised for the school house erected by him at his own expense, and stated to be the best in the District.

No.	Hóbli.	Village.	No. of Boys in each Class.					No. of Girls.	No. of Night Students.	Total.	No. of Masters.	Remarks.
			I.	II.	III.	IV.	V.					
	Ambajidurga Talook.											
1	Ambájidurga ...	Uppárpéte ...	...	...	...	4	3	...	...	7	1	Bad.
2	Chintámani ...	Ganjúru ...	...	4	7	9	4	...	...	24	1	Good.
3	Iragampalli ...	Iragampalli ..	...	4	5	5	11	..	...	25	1	Good.
4	Kaivára ...	Kaivára ...	...	...	3	12	15	...	...	30	1	Good.
5	Kurubúru ...	Kurubúru ...	...	4	9	3	2	...	...	18	1	Good.
6	Muragamale ...	Hebbari ...	...	..	7	11	10	...	...	28	1	Good.
	Betmangala Talook.											
7	Bétmangala ...	Bétmangala ...	...	..	4	6	10	...	...	20	1	Fair.
8	Búdikóte ...	Búdikóte ...	..	...	12	9	20	...	...	41	1	Fair.
9	Dásarahosahalli ...	Dásarahosahalli ...	...	...	3	5	4	...	...	12	1	Fair.
10	Kámasandra ...	Kámasandra ...	1	3	4	3	7	...	...	18	1	Good.
11	Kyásamballi ...	Kannúru ...	...	...	4	6	7	...	5	22	1	Good.
12	Rámaságara ...	Sundrapálya ...	..	...	4	5	7	...	...	16	1	Good.
13	Súlikunte ...	Súlikunte ...	...	1	3	4	14	...	...	22	1	Fair.
14	Táyalúru ...	Táyalúru ...	...	2	4	8	16	...	...	30	1	Good.
	Chikka Ballapura Talook.											
15	Avati ...	Avati ...	2	2	10	4	14	...	...	32	1	Very good.
16	Chikka Balláp ura...	Kalavara ...	..	...	4	13	5	...	..	22	1	Good.
17	Manchanabele ...	Manchanabelé ...	...	...	3	5	14	...	...	22	1	Good.
18	Manchénahalli ...	Manchénahalli ...	...	3	10	20	15	...	...	48	1	Very good.
19	Nandi ...	Nandi ...	...	3	6	12	12	2	...	35	1	Good.
20	Perisanda ...	Perisandra ...	...	...	6	6	3	...	...	15	1	Fair.
21	Púrnaságara ...	Inamanchanahalli ...	...	...	4	6	...	...	...	10	1	Fair.

No.	Hóbli.	Village.	No. of Boys in each Class.					No. of Girls.	No. of Night Students.	Total.	No. of Masters.	Remarks.
			I.	II.	III.	IV.	V.					
		Goribidanuru Talook.										
22	Bommasandra ...	Bommasandra ...	...	...	...	9	4	...	...	13	1	Fair.
23	Góribidanúru ...	Hunasénahalli ...	...	...	4	6	10	...	...	20	1	Bad.
24	Hosúru ...	Hosúru ...	...	3	8	8	7	...	...	26	1	Very good.
25	Tondébhávi ...	Tondébhávi ...	...	...	5	7	2	...	...	14	1	Fair.
26	Varavani ...	Mávinakáyihalli ...	...	...	3	5	7	...	...	15	1	Bad.
		Gudibanda Talook.										
27	Dádináyakanapálya.	Dádináyakanapálsa. ...	4		9	14	18	..	...	45	1	Very good.
28	Gudibanda ...	Hampasandra ...	2		9	6	4	2	4	27	1	Very good.
29	Mandikallu ...	Mandikallu ...	...	...	10	8	7	2	...	27	1	Good.
30	Nágaragere ...	Nágaragere ...	...	...	3	6	9	...	...	18	1	Fair.
31	Námagondlu ...	Námagondlu ...	...	3	3	4	10	...	...	20	1	Fair.
32	Sóménahalli ...	Sóménahalli ...	...	...	8	3	6	...	...	17	1	Fair.
		Gumanayakanapalya.										
33	Bágepalli ...	Bálareddipalli ...	...	...	...	6	4	...	...	10	1	Bad.
34	Bílúru ...	Maddepalli ...	...	...	3	3	4	...	...	10	1	Fair.
35	Chákavélu ...	Pullagallu ...	...	...	5	3	5	4	...	17	1	Good.
36	Chélúru ...	Chélúru ...	...	...	4	3	8	...	...	15	1	Good.
37	Gúlúru ...	Gúlúru ...	...	2	6	4	10	...	4	26	1	Good.
38	Mittémari ...	Mittémari ...	10	12	9	10	16	...	5	62	2	Very good.
39	Pálya ...	Pátapálya ...	...	5	3	5	10	...	...	23	1	Good.
40	Yellampalli ...	Yellampalli ...	...	...	8	9	11	...	...	28	1	Good.
		Kolar Talook.										
41	Harati ...	Chámarahalli ...	...	6	5	5	1	...	...	17	1	Good.
42	Hólúru ...	Hólúru ...	...	3	4	4	4	...	...	15	1	Good.
43	Kolár ...	Begli Hosahalli ...	...	...	6	5	4	...	...	15	1	Fair.
44	Muduvádi ...	Muduvádi ...	...	...	5	8	3	...	...	16	1	Fair.
45	Sugatúru ...	Sugatúru ...	...	...	4	2	4	...	...	10	1	Bad.
46	Vuttúru ...	Dévaráyasandra ..	5	4	16	16	52	...	...	93	2	Very good.
47	Vakkaléri ...	Vakkaléri ...	...	3	5	6	16	...	...	30	1	Very good.
48	Vémagallu ...	Vémagallu ...	...	2	4	6	3	...	...	15	1	Good.

No.	Hóbli.	Village.	No of Boys in each Class.					No. of Girls.	No. of Night Students.	Total.	No. of Masters.	Remarks.
			I.	II.	III	IV.	V.					
		Maluru Talook.										
49	Húlibele	Koppa			7	6	5			18	1	Fair.
50	Hulidénahalli	Hulidénahalli			3	3	2			11	1	Bad.
51	Kudinúru	Kudinúru		4	5	10	3			22	1	Good.
52	Lakkúru	Lakkúru		6	12	18	13			49	1	Good.
53	Málúru	Tóranahalli		2	4	9	14			29	1	Good.
54	Másti	Másti		2	4	8	15			29	1	Good.
55	Narasápura	Shivárapatna	1	2	7	9	4			23	1	Good.
56	Tyákallu	Nidaramangala			3	4	6			13	1	Fair.
		Mulabagalu Talook.										
57	Avani	Kottamangala		1	5		5		3	14	1	Good.
58	Bairakúru	Gudipalli			4	6	6			16	1	Good.
59	Doggasandra	Agara	1	2	4	5	8			20	1	Fair.
60	Mallináyakanahalli.	Mallináyakanahalli.			2	3	5			10	1	Bad.
61	Mulabágalu	Kappalmadagu			3	8	4			15	1	Good.
62	Nangli	Nangli		3	5	6	9	1	2	26	1	Good.
63	Uttanúru	Mudyanúru		3	5	7	6		3	24	1	Good.
		Sidlaghatta Talook.										
64	Bhaktarahalli	Bhaktarahalli		1	4	5	8	1	5	24	1	Good.
65	Bashettihalli	Tékhalli		5	2	5	8			20	1	Good.
66	Chilakalnérpu	Buradagunte			6	8	2			16	1	Fair.
67	Ganjigunte	Nandanahosahalli			5	4	6	1		16	1	New.
68	Koralaparti	Pápatimmanahalli.		2	4	2	4			12	1	Fair.
69	Mallúru	Dónahalli			3	2	3			8	1	New.
70	Mangánahalli	Mangánahalli			5	4	7			16	1	Good.
71	Sádale	Timmasandra		3	6	7	6			22	1	Good.
72	Sidlaghatta	Abbalúdu			8	12	15			35	1	Good.
		Srinivaspura Talook.										
73	Adagallu	Adagallu		5	10	10	15			40	1	Very good.
74	Dalasanúru	Dalasanúru		2	6	5	7			20	1	Fair.
75	Nambihalli	Nambihalli			4	5	7			16	1	Fair.
77	Nelavanki	Yérakálive				8	10			18	1	Bad.
77	Rónúru	Rónúru			5	5	5	2		17	1	Good.
78	Ráyalpádu	Ráyalpádu			5	6	9			20	1	Good.
79	Sómayájulapalli	Sómayájulapalli			5	5	6			16	1	Good.
80	Srínivaspura	Nagdepalli			3	6	8			17	1	Bad.
81	Yeladúru	Yeladúru		2	9	8	11			30	1	Good.

93. MYSORE DISTRICT.—This District contains the largest number of schools, 92. The Sub-Deputy Inspector Srínivásaiengar is not able to visit them all three times a year, as the distance to be travelled over is considerable. The attendance at the end of the official year is not so good as at some other seasons, as in November, owing to harvesting and other field operations. The schools at Ganjám, Kalale, Mattigere, Tirakanámbi and Tippúru are doing particularly well. The subjoined list gives concise information regarding the condition of each hóbli school in the District.

No.	Hóbli.	Village.	No. of Boys in each Class.					No. of Girls.	No. of Night Students.	Total.	No. of Masters.	REMARKS.
			I.	II.	III.	IV.	V.					
	ASHTAGRAM TALOOK.											
1	Arakere ...	Arakere ...	...	...	5	4	12	...	...	21	1	Fair.
2	Balagola ...	Hosahalli ...	...	...	...	6	2	...	...	8	1	New.
3	Bannúru ...	Bannúru ...	...	...	5	5	5	...	...	15	1	Fair.
4	Bévinahalli ...	Kallukuni ...	...	...	1	..	10	...	...	11	1	Bad.
5	Chandagálu ...	Nagónahalli ...	...	...	4	2	13	...	...	19	1	Bad.
6	Haravu ...	Haravu ...	...	3	2	4	9	2	...	20	1	Fair.
7	Kirangúru ..	Hiród ...	...	3	12	3	11	...	...	29	1	Good.
8	Kúra ...	Ganjám ...	...	6	12	11	24	...	...	53	2	Very good.
9	Kyátanahalli ...	Kyátanahalli ...	1	5	11	8	8	1	...	34	1	Very good.
10	Pálahalli * ..	Pálahalli ...	...	...	8	2	32	...	...	42	1	Good.
11	Shethalli ...	Shethalli ...	...	...	2	2	1	...	...	5	1	Bad.
12	Tirumalaságara ...	Lakshmiságara ...	...	...	5	5	7	...	...	17	1	Bad.
	CHAMARAJANAGARA TALOOK.											
13	Alúru ...	Homma ...	...	...	5	4	12	...				
14	Bédarapura ...	Bédarapura ...	...	...	...	2	1	...	...	21	1	Fair.
15	Chámarájanagara ...	Rámasamudra ...	...	5	6	8	5	...	...	3	1	New.
16	Dásanúru ...	Kárya ...	...	...	...	...	16	..	...	24	1	Fair.
17	Dévanúru ...	Tagadúru ...	...	4	16	19	12	1	...	16	1	Fair.
18	Honganúru ...	Honganúru ...	...	7	6	4	2	...	...	52	1	Good.
19	Kágalvádi ...	Kágalvádi ...	...	2	2	8	23	...	...	19	1	Bad.
20	Kelasúru ...	Kelasúru ...	...	...	...	3	10	...	...	35	1	Good.
21	Kottalavádi ...	Kotnavádi ...	...	...	2	4	4	...	...	13	1	Fair.
22	Santémárahalli ...	Kudéru ...	...	14	16	6	5	...	...	10	1	Bad.
23	Uyamballi ...	Harave ...	...	...	5	4	9	...	...	41	1	Good.
24	Ummattúru ...	Ummattúru ...	...	2	5	3	4	...	...	18	1	Fair.
									...	14	1	Fair.

No.	Hóbli.	Village.	No. of Boys in each Class. I.	II.	III.	IV.	V.	No. of Girls.	No. of Night Students.	Total.	No. of Masters.	Remarks.
		Gundlupete Talook.										
25	Gundlu	Kabbahalli			3	5	2			10	1	Fair.
26	Hangala	Hangala					10			10	1	New.
27	Haradanahalli	Haradanahalli		2	11		5			18	1	Bad.
28	Kútanúru	Baragi								—	1	New.
29	Rághavapura	Rághavapura					25			25	1	New.
30	Tirakanámbi	Tirakanámbi		10	13	13	4	2		42	1	Very good.
		Heggadadevanakote Talook.										
31	Antarasante	Nérle		2		10	10			22	1	Good.
32	Chinnahalli	Hampápura			1		3			4	1	Bad.
33	Heggadadévanakóte.	Heggadadévanakóte.				6	17			23	1	Fair.
34	Nemmanahalli	Ságare			5	6	2			13	1	New.
35	Saragúru	Belatúru				10	18	1		29	1	Good.
		Madduru Talook.										
36	Ane	Besagarahalli				8	10			18	1	Fair.
37	Atagúru	Kestúru			6	3	12			21	1	Bad.
38	Dodda Arasinakere	Dodda Arasinakere			2	6	7			15	1	Bad.
39	Kudaragundi	Kudaragundi			3	6	8			17	1	Good.
40	Maddúru	Désahalli			1	3	4	2		10	1	Bad.
41	Tippúru	Tippúru				4	10			14	1	Good.
		Mallavalli Talook.										
42	Gaudagere	Banasamudra				9	12			21	1	Good.
43	Kabálu	Singarájapura			3	5	9			17	1	Fair.
44	Kirigával	Kirigával		4	6	6	5			21	1	Good.
45	Kódamballi	Kódamballi			4	7	4			15	1	Bad.
46	Kúlagere	Kúlagere				2	14			16	1	Fair.
47	Mallavalli	Rági Bommanahalli.			3	2	7			12	1	Bad.
		Mandya Talook.										
48	Basarálu	Basarálu		6	8	6	2			22	1	Fair.
49	Dudda	Mudagundúru		4	10	6	5			25	1	Fair.
50	Kottatti	Guttalu			8		14			22	1	Bad.
51	Mandya	Sátanúru		4	8	5	13			30	1	Good.
52	Muttigere	Muttigere	3	6	2	3	3	3		20	1	Very good.
53	Yeleyúru	Holalu			4	4	2			10	1	Bad.

No.	Hóbli.	Village.	No. of Boys in each Class.					No. of Girls.	No. of Night Students.	Total.	No. of Masters.	Remarks.
			I.	II.	III.	IV.	V.					
		Mysore Talook.										
54	Anandúru ...	Anandúru ...	...	...	...	8	7	...	...	15	1	Fair.
55	Iliválа ...	Iliválа ...	...	1	10	5	16	...	...	32	1	Good.
56	Kúdlahalli ...	Sollepura ...	...	...	10	13	7	...	...	30	1	Good.
57	Lingámbudhi ...	Hinakallu ...	...	2	5	3	9	...	...	19	1	Good.
58	Mysore ...	Paduvarahalli ...	...	...	9	6	8	...	...	23	1	Good.
59	Naváshahar ...	Náganahalli ...	...	...	...	3	17	...	...	20	1	Fair.
60	Sindhuvalli ...	Aiyarahalli ...	...	...	1	4	3	...	...	8	1	Bad.
61	Varakódu ..	Varakódu ...	...	...	2	7	12	...	...	21	1	Fair.
		Nanjanagudu Talook.										
62	Badanaguppa ..	Kaulande ...	...	...	...	8	15	...	...	23	1	Good.
63	Hadináru ...	Hadináru ..	...	...	7	5	17	...	...	29	1	Good.
64	Hedatale ...	Hedatale ...	...	7	5	5	7	...	...	24	1	Good.
65	Húra ...	Haginaválu ..	...	5	2	2	4	...	...	13	1	Good.
66	Kalale ...	Kalale ...	3	13	11	8	22	...	...	57	2	Very good.
67	Nanjanagúdu ..	Badanálu ...	...	...	5	6	5	...	...	16	1	Fair.
		Periyapatna Talook.										
68	Bettadapura ...	Bettadapura ...	...	3	16	13	23	...	...	55	1	Good.
69	Bilikere ...	Bilikere ...	...	...	...	9	15	1	...	25	1	Fair.
70	Chilakunda ...	Harave ...	...	...	6	7	9	...	...	22	1	Fair.
71	Gávadagere ...	Gávadagere ..	...	...	...	4	28	...	...	32	1	Good.
72	Hárarahalli ...	Avarti ...	...	...	...	5	8	...	...	13	1	Bad.
73	Heggandúru ...	Honagódu ...	..	...	...	...	15	...	...	15	1	New.
74	Kaggundi ...	Kómalapura ...	...	...	...	...	10	...	...	10	1	New.
75	Kirijáji ...	Kattémalalavádi ...	...	...	3	7	8	...	...	18	1	Fair.
76	Periyápatna ...	Periyápatna ...	...	5	11	8	12	...	...	36	1	Good.
77	Rávandúru ...	Rávandúru ...	...	...	9	8	11	...	...	28	1	Fair.
		Talakadu Talook.										
78	Múgúru ...	Múgúru ...	...	9	5	4	12	3	...	33	1	Fair.
79	Narasipura ..	Nilusóge ...	...	...	...	9	13	...	...	22	1	Fair.
80	Púrigáli ...	Belakavádi ...	...	2	8	7	3	...	...	20	1	Fair.
81	Rangasamudra ...	Gargéshvari ...	...	...	...	10	35	...	...	45	1	Good.
82	Sósile ...	Sósile ...	...	...	5	7	17	...	...	29	1	Good.
83	Talakádu ...	Talakádu ...	...	4	10	6	9	...	...	29	1	Good.
84	Táyúru ...	Táyúru ...	...	...	9	10	13	1	...	33	1	Good.

No.	Hóbli.	Village.	No. of Boys in each Class.					No. of Girls.	No. of Night Students.	Total.	No. of Masters.	Remarks.
			I.	II.	III.	IV.	V.					
	YADATORE TALOOK.											
85	Byádarahalli ...	Byádarahalli ...	...	10	14	8	8	...	...	40	1	Good.
86	Halli Maisúru ...	Halli Maisúru ...	...	...	...	7	8	...	...	15	1	New.
87	Haradanahalli ...	Haradanahalli ...	...	4	4	7	6	1	...	22	1	Good.
88	Mirle ...	Mirle ...	...	1	4	3	18	...	...	26	1	Bad.
89	Sáligráma ...	Sáligráma ...	...	4	10	14	...	...	..	28	1	Good.
90	Tippúru ..	Tippúru ..	...	10	8	3	10	...	...	31	1	Very good.
91	Yadatore ...	Chandagálu ...	...	...	...	4	2	9	...	..	15	1 Bad.
	YELANDURU JAHAGIR.											
92	Maddúru ..	Maddúru ...	...	4	4	2	2	...	...	12	1	Bad.

94. HASSAN DISTRICT.—The number of schools is 77, which are visited by Sub-Deputy Inspector Cheluvaiengar. He places 8 schools in a 1st class as being very good, 33 others are doing well, 17 are inferior to these and 19 are not satisfactory at all, 8 of them having suffered through the masters' negligence. The people are much in favor of some of the exercises of the indigenous private schools, especially of opening the day with Udaya Rága, or singing of hymns in praise of certain gods. The masters of the following places are specially recommended for their ability, Kónanúru, Gandasi, Dodda Bemmatti, Madaba, Mélkóte and Chinya.

No.	Hóbli.	Village.	No. of Boys in each Class.					No. of Girls.	No. of Night Students.	Total.	No. of Masters.	Remarks.
			I.	II.	III.	IV.	V.					
	ARAKALAGUDU TALOOK.											
1	Arakalagúdu ...	Vadrahalli ...	...	...	...	...	24	...	...	24	1	Good,
2	Basavápatna ...	Basavápatna ...	...	...	4	5	9	...	...	18	1	Good.
3	Hanasóge ...	Hanasóge ...	...	..	8	6	8	...	...	22	1	Fair.
4	Kesavattúru ...	Kesavattúru ...	...	...	...	...	22	...	...	22	1	New.
5	Konnúru ...	Konnúru ...	...	5	6	8	6	...	...	25	1	Very good
6	Krishnarájakatte ...	Rudrapatna ...	...	...	10	10	10	...	...	30	1	Fair.
7	Mallipatna ...	Dodda Bemmatti ...	...	...	6	6	8	...	...	20	1	Good.
8	Marúru ...	Marúru ...	...	...	6	7	7	2	...	22	1	Good.

No.	Hóbli.	Village.	No. of Boys in each Class.					No. of Girls.	No. of Night Students.	Total.	No. of Masters.	Remarks.
			I.	II.	III.	IV.	V.					
	Attikuppa Talook.											
9	Akkihebbálu ...	Akkihebbálu ...	...	...	13	8	9	...	...	30	1	Very good.
10	Attikuppa ...	Agrahára Báchahalli	..	..	4	6	...	...	...	10	1	Fair.
11	Búkanakere ...	Búkanakere ...	...	...	6	5	4	...	...	15	1	Fair.
12	Chinakurali ...	Chettingere ...	...	...	7	3	4	...	...	14	1	Fair
13	Kamambádi ...	Kamambádi ...	...	...	7	7	10	..	...	24	1	Good.
14	Kikkéri ...	Kikkéri	...	...	8	4	23	...	...	35	1	Good.
15	Mélukóte ...	Mélukóte ...	...	7	9	12	10	16	...	54	2	Very good
16	Santebáchahalli ...	Santebáchahalli ...	...	...	5	7	8	...	...	20	1	Good.
17	Sindhughatta ...	Jáginkere ...	...	...	3	20	13	...	...	36	1	Fair
	Belúru Talook.											
18	Adagúru ...	Adagúru ...	...	...	2	4	7	..	...	13	1	Fair.
19	Andle ..	Háltore ...	...	...	5	4	5	...	...	14	1	Fair
20	Aréhalli ...	Siddarahalli ...	...	...	..	...	13	...	...	13	1	New
21	Bélúru ...	Tagare ...	...	...	...	...	23	...	...	23	1	New
22	Halébídu ...	Halébídu ...	...	...	...	...	37	...	...	37	1	Good.
23	Lakkunda ...	Lakkunda ...	...	...	...	...	15	...	...	15	1	New.
24	Mélpálu ..	Aggadalu ...	...	...	...	...	5	...	...	5	1	Bad.
25	Nárve ...	Gónibídú ..	...	...	3	2	3	2	...	10	1	Good.
	Chennarayapatna Talook.											
26	Anati ...	Navale ..	...	...	...	...	13	...	...	15	1	Good.
27	Anekere ...	Madaba ...	...	...	...	2	20	...	...	20	1	Good.
28	Bágúru ...	Bágúru ...	...	...	4	9	8	...	...	21	1	Good.
29	Chennaráyapatna ...	Chennaráyapatna ...	...	...	4	7	4	...	...	15	1	Good.
30	Didaga ...	Kabballi ...	..	...	...	...	15	...	...	15	1	Bad.
31	Hirésáve ...	Hirésáve ...	...	...	...	...	4	...	...	4	1	Bad.
32	Nuggihalli ...	Jambúru ...	...	2	2	2	2	...	...	8	1	Good.
33	Sravanabalagola ...	Sravanabalagola ...	...	...	8	6	14	2	1	31	1	Good.
34	Yeraganahálu ...	Yeraganahálu ...	...	...	...	4	6	...	...	10	1	Bad.
	Haranahalli Talook.											
35	Arsikere ...	Arsikere ...	...	...	...	...	18	...	...	18	1	Good.
36	Gandasi ...	Gandasi ...	...	7	8	8	7	...	...	30	1	Very good
37	Háranahalli ...	Désháni ...	...	...	2	3	8	...	...	13	1	Fair.
38	Kalyádi ...	Bágade ...	...	...	...	4	6	...	...	10	1	Fair.
39	Kittanakere ...	Dodda Métikurike...	...	...	7	7	11	...	...	25	1	Good.
40	Kuravanka ...	Kuravanka ...	...	...	...	...	10	...	...	10	1	New.

No.	Hóbli.	Village.	No. of Boys in each Class					No. of Girls.	No. of Night Students.	Total.	No. of Masters.	Remarks.
			I.	II.	III.	IV.	V.					
		Hassan Talook.										
41	Attávára	Heragu			6	9	5			20	1	Good.
42	Gráma	Gráma		4	11	1	17			33	1	Very good.
43	Hassan	Búvanahalli			3	6	7			16	1	Good.
44	Honnávára	Chikka Kadalúru				3	10			13	1	Bad.
45	Kanagálu	Kiragadlu			4	5	6			15	1	Good.
46	Kaushika	Ambuga			5	7	7			19	1	Good.
47	Mádihalli	Ugane				4	5			9	1	Bad.
48	Sáligáme	Sáligáme		1	5	5	4	1		16	1	Good.
		Maharajanadurga Talook.										
49	Alúru	Hasaganúru			1	9	9			19	1	Good.
50	Bálu	Kenchammanahosakóte			10	10	11			31	1	Good.
51	Belagódu	Belagódu			2	8	20	1		31	1	Fair.
52	Chikkanagalu	Chikkanagalu					14			14	1	New.
53	Gorúru	Gorúru				3	4			7	1	Bad.
54	Muttige	Bhartúru			10	4	2			16	1	Fair.
55	Pálya	Pálya			2	6	8			16	1	Good.
56	Ponnatapura	Ponnatapura			5	4	3			12	1	Bad.
		Manjarabad Talook.										
57	Baikere	Hebasale					24			24	1	New.
58	Bannakallu	Bannakallu					9			9	1	New.
59	Bellúru	Bellúru				4	2			6	1	Bad.
60	Bisale	Maragattúru					10			10	1	New.
61	Hettúru	Hettúru			8	6	12			26	1	Fair.
62	Manjarábád	Anémahal			3	6	5	1		15	1	Fair.
63	Mudigere	Mudigere			2	2	3	1		8	1	Fair.
64	Uggihalli	Uggihalli					10			10	1	New.
65	Yesalúru	Yesalúru			2	9	5			16	1	Fair.
		Nagamangala Talook.										
66	Bellúru	Bellúru			20	14	21			55	1	Very good.
67	Bhímanahalli	Dévalápura		5	12	6	10			33	1	Good.
68	Bindiganavale	Bindiganavale			10	9	1	5		25	1	Very good.
69	Mannahalli	Chinya		5	10	15	5			35	1	Very good.
70	Nágamangala	Modalahalli				3	6			9	1	Fair.
71	Nágatihalli	Nágatihalli					21			21	1	Good.
72	Yeladahalli	Yeladahalli				4				4	1	Bad.

No.	Hóbli.	Village.	No. of Boys in each Class.					No. of Girls.	No. of Night Students.	Total.	No. of Masters	Remarks.
			I.	II.	III.	IV.	V.					
	Narasipura Talook.											
73	Ganni ...	Ganniagrahára ...	...	...	2	3	3	...	...	8	1	Bad.
74	Mádápura ...	Mádápura ...	...	...	5	3	4	...	...	12	1	Fair.
75	Mávinakere ...	Halekóte ...	...	11	13	5	3	...	...	32	2	Very good.
76	Narasipura ...	Hippe ...	...	...	2	6	3	1	...	12	1	Bad.
77	Niduvani ...	Tátanahalli ...	...	...	...	...	20	...	...	20	1	Good.

7. Girls' Schools.

95. As the establishment of three new ones was sanctioned from the 1st of April 1872, they are included here, and we are thus enabled to reckon 8 Government girls' schools with an attendance as noted in the margin. Of the five previously in operation the one at Srínivásapura is not satisfactory, though it has made a slight improvement during the year. The others, especially those at Chintámani and Mágadi, have made very gratifying progress. The stations to which, on applications received from the people for some time past, the new schools were assigned are Sarjápura and Closepéte in the Bangalore District and Sidlaghatta in the Kolár District. In each case an encouraging commencement has been made, and more recently a very promising school has been experimentally opened at Chikka Ballápura, which it is desired that Government should adopt.

Bangalore.	...	30
Mágadi.	...	39
Chintámani.	...	38
Srínivásapura.	...	15
Hassan.	...	23
Closepéte.	...	25
Sarjápura.	...	26
Sidlaghatta.	...	34

96. *Bangalore.*—This school has been in charge of the assistant master throughout the year. It is found difficult to enforce regular attendance which is a great drawback. The girls of the first and second classes have made fair progress. The former read from Kathá Sangráha, learn grammar from Vágvidháyini, and possess a knowledge of arithmetic as far as the compound rules and proportion, and of geography more particularly as connected with the map of India.

97. *Mágadi.*—The number of pupils has increased since the last inspection, and now includes several Brahmani girls. The results of the examination were creditable to the master. The premises are very clean and commodious.

98. *Chintámani.*—This school continues to maintain its high character, and the intelligence and readiness of the girls are gratifying evidences of successful teaching. After the last inspection they had been rewarded with dolls as prizes, but this time they particularly requested that they might have books, in itself a good sign. Much credit is due to the Head Master for the present condition and general progress of his school.

99. *Srínivásapura.*—This school is very much behind the above, except in a somewhat better attendance there is hardly any sign of improvement since the last inspection. I trust that the appointment of a good talook master to the station will provide the control and guidance needed for the management of this school before its state can be pronounced satisfactory.

100. *Hassan.*—This school contains about the same number of pupils as last year. Several have lately left the station on the transfer of their fathers, which has reduced the attendance. The girls were well prepared with most of their lessons, and displayed a most pleasing intelligence and interest in their studies. The venerable master has by his management of the school secured the good will of residents in the town to such a degree that he has been engaged to instruct some married women, wives of native officials, at their own houses. This is the only instance I have met with of zenana work in connection with Government.

8. Normal Schools.

101. **General Normal School.**—The final examination of this institution was held in September, when the attainments of 18 students, belonging to the respective branches in the proportion given in the margin, were tested, with the view of granting teachers' certificates to such as were qualified for employment as school masters. The results are exhibited in the following extract from my report. The average of marks obtained was 26 per cent in the English department, 46·5 in the Kanarese and 38 in the Hindustáni. In both the

English.	...	3
Kanarese.	...	10
Hindustáni.	...	5

English and Hindustáni branches the questions on mathematics and history were very poorly answered. For the latter class the excuse may be made that their text book does not contain very full information, for the former there is none. Altogether the Kanarese branch may be reported as having done well, the Hindustáni fairly, and the English badly. Certificates were accordingly given to seven students in the Kanarese branch and to three in the Hindustáni, two of the latter being assistant masters of aided schools. The full complement of Talook English and Kanarese schools being made up, the classes in which students were trained in those languages were closed and the Hindustáni class alone retained. The latter has subsequently been placed on a better footing than before, and is attended by candidates from various parts of the country, who bid fair to turn out very well. A small practising school of Mahomedan boys has also been formed in connection with it.

102. **Nandidroog Training School.**—This school was located at Chennapatna until June. In the examination then held 36 candidates presented themselves, of whom 26 passed and received appointments as hóbli school masters, namely, 10 in the Bangalore District, 10 in the Mysore District, 3 in the Hassan District and 3 in the Toomkoor District. Every hóbli in the Bangalore and Kolár Districts being now filled up, the school was removed to Chikkanáyakanahalli for the convenience of candidates from the western district.

103. **Ashtagram Training School.**—Was established at Hole Narasipura till July, and then at Bélúru until January. After the last examination it was placed at disposal for the Nagar Division and transferred to Tírthahalli.

While the school was at Narasipura, students had been admitted in so loose a manner (without communication with this office) that no less than 64 professed to belong to it. I found it necessary to dismiss 21 of them summarily, of the rest only 27 were found fit for employment, and of this last number three or four were passed as an act of grace on account of their being candidates from the Malnád, rather than from their fully coming up to the appointed standard.

104. The examination held at Bélúru was far more satisfactory, and resulted in furnishing 21 masters, 10 for the Mysore District and 11 for

the Hassan District, thus filling up every hóbli in the Ashtagram Division. The following is an extract from the report on the examination.

"The candidates were much more generally well prepared than has been usual on previous occasions. Inequalities there could not fail to be among so many men collected from various parts and differing as to the time during which they had been under instruction. But there were hardly any cases of conspicuous failure. This was the result partly of enforcing the precautions against the admission of incompetent men and such has had no claim. But the training master is entitled to credit for keeping the entire body of the students up to the mark, instead of devoting himself chiefly to a few who were more promising."

9. Engineering School.

105. As this school did not meet with a reasonable amount of success, it was closed as a special institution. At the same time arrangements were considered for giving instruction in engineering at the District head quarter schools, where the candidates thus undergoing a training for employment in the Public Works Department might go also through the usual course of general study along with the other boys of the school. The scholarships attached to the Engineering school were accordingly distributed among the District schools, to be given by preference to boys of the méstri class, for whom they were originally designed.

II. AIDED AND PRIVATE SCHOOLS.

106. While the inspection of all schools aided by Government grants-in-aid is reckoned as of primary importance, there are many schools not thus supported which are regularly examined at the invitation of the managers, in the hope of Government assistance being eventually conceded. An account of some of these institutions is given in the following pages along with reports on those actually connected with Government.

107. New grants-in-aid were sanctioned during the year to the following schools:—

Miss Ferguson's School, Shúle.
Wesleyan Mission Main Street School, Péte, Bangalore.
Samskritá Vidyá Nilaya, Bangalore.

Wesleyan Mission Péte Boys' School, Mysore.
Wesleyan Mission Market Street Boys' School, Mysore.
St. Bartholomew's School, Mysore.

108. The grant to the London Mission Institution was increased, the Cantonment and Alsúru branch schools participating in it. The latter which had been closed for want of funds was re-opened on receipt of this sanction.

109. The grants to the Sanskrit school, Seringapatam, and the Sanmárga Darshani Bálika Páthashále at the same place were suspended for four months, but subsequently renewed on the schools being placed on a satisfactory footing. The grants to the Madrasa Mahammadia, Chennapatna, and the Ahsan ul Madrasa, Hassan, suspended in the previous year, were renewed, a great improvement being apparent in their condition.

110. Building grants were made to St Andrew's school and to the Cantonment orphanage and school for destitute children, while an entry was admitted into the ensuing year's Budget for a similar grant to the Sadar Véda Siddhánta Sabhá Seminaries.

1. Boys' Schools.—Upper Class.

111. *Bishop Cotton School, Bangalore.*—The condition of this school has been much advanced during the year under the principalship of the Rev. Dr. Pope. Four students matriculated, and one (also a master) obtained the B. A. degree. At the time of inspection the number of students was reckoned at 103, including 6 private and 17 foundation boarders. The upper forms underwent a written examination by means of questions set at the same time to the High School and Rája's School. The other classes were examined *vivâ voce*, and may be stated generally to have done better in Latin than in any other subject, the books used being those of the public schools series. In a knowledge of arithmetic the boys were considerably deficient. In history and geography some had studied the lessons attentively, but there was a great variety of attainments in each class.

112. The general aspect of the school has much improved, and the signs of constant activity and an earnest buckling to work augur well for the future. The element of stability which has long been wanting seems now supplied, and the principal causes of anxiety have been to a great

extent removed. It is to be hoped that the right conception of a Bishop Cotton school is at length in course of being wrought out here, as Bangalore presents in many respects a peculiarly favorable field for its development.

113. The new premises are fast rising up. The Principal's house will be situated between the boys' school and the girls' school, the house now used for the former being given up to the latter. The whole establishment will thus be under the direct control of Dr. Pope, who proposes to style himself the warden. The item of rent, which is a large one, will then be eliminated from the expenditure and savings effected in other ways.

114. *St. Andrew's School, Bangalore.*—This school has been throughout the year under the management of the new Head Master, Mr. Thomson, and has lately come into the occupation of commodious premises, erected by private subscription supplemented by a Government grant. When inspected there were 56 pupils on the books, including 13 boarders. One candidate from the school passed the University Entrance examination. The class preparing for this test, it was considered, required a good deal of attention before the standard contemplated for the school could be attained. The three junior classes did very fairly in most of their lessons. The school taken as a whole may be described as working steadily, and with active management should command a successful career.

115. *London Mission Institution, Bangalore.*—When I visited this school it contained 172 pupils, shewing an increase of 36 during the year. The premises were considerably enlarged to accommodate the growing numbers and to provide a separate room for each class. Three students matriculated, and one took the B. A. degree. After examination of all the classes I considered the school to be both efficiently conducted and making steady progress. It continues under the care of the Rev. Mr. Walton.

116. *Native Educational Institution, Bangalore.*—The management of this important school by the Rev. Mr. Hudson, B. A., has been attended with much success. For the Entrance examination ten candidates passed, and one secured the B. A. degree. At the time of inspection the

pupils numbered 303. The decrease of 32 since my previous visit was attributed to the reopening of the Alsúru London Mission school. The results of the examination generally were favorable, the exceptions being the arithmetic of the first class and of the second division of the third. But taking the school altogether I considered there were more evident signs of progress than usual, a natural effect of constant supervision and examination of the junior classes, the importance of which cannot be too much insisted on.

117. The form of report to parents which I described last year is still in use, but modified to the extent of making it up quarterly instead of monthly. To all who bestow more than a passing thought upon the education of their children, it must be a satisfaction to learn exactly how they stand in class, and what opinion the Head of the school has formed of their conduct and abilities, while those parents who are careless or indifferent to the subject are likely to become interested. All the pupils in our large native schools being necessarily day scholars, the influence exerted over them by masters is limited to but a small part of each day. The great desideratum is to enlist home influence also on the side of school training, and any system which bids fair to accomplish this, however imperfectly it may work at first, deserves to be commended.

118. *Wesleyan Mission School, Mysore.*—This institution is now conducted by the Rev. Mr. Gostick. The number of pupils at the period of my visit was 154, shewing a decrease of 48 since I last saw it. Six members of the class studying for Matriculation succeeded in passing. My report on the other divisions of the school was as follow.

The first class were not so proficient as they should have been; only five, or at the most six, boys seemed able to answer with any degree of accuracy and these were slow. The second class did badly in every lesson taken up. The unsatisfactory condition of this class was pointed out last year, and I regret to say that I can observe no improvement. It is highly desirable that the teacher should be changed. The remaining classes were better prepared for examination. The fourth did the best, and particularly well in geography.

2. Middle Class.

119. *St. John's District Schools, Bangalore.*—The excellent schools for the children of pensioners, superintended by the Rev. Mr. Cooper, M. A.,

Chaplain of St. John's, were inspected by me in March. They contain altogether 216 pupils. The boys' school, which alone comes under this head of the report, (the other branches will be introduced farther on) has 83. They are divided into four classes. The boys of the first class were not as a whole good readers, though two or three could read pretty well. In knowledge of the construction of sentences they were generally deficient. In arithmetic they did fairly, but in Euclid were slow in applying what they had learnt. Acquaintance with geography was passable. The other classes with some exceptions answered as well as could be expected.

120. The school has decidedly improved since I last saw it, and the premises have been enlarged to accommodate the increased number of pupils. In the study of language I would recommend exercises being introduced on the analysis of sentences. In mathematics I believe Lieut. Pennefather of the Royal Engineers has given frequent lessons, chiefly on algebra and Euclid. It appears to me that the study of mensuration would be both useful and interesting to the boys until they are qualified to take up trigonometry. It may be mentioned here that the school contains 12 native pupils, 3 of whom are Mahomedans.

121. *Ordnance School, Fort.*—Contains 23 pupils, namely, 9 boys and 14 girls. There are two classes, the first being in two divisions. The instruction is necessarily elementary and seems to be carefully carried on by the master and his wife, who live on the premises. Captain MacGregor, the Commissary of Ordnance, frequently visits the school.

122. *Miss Ferguson's School, Shúle.*—This mixed school has 92 pupils, equally composed of boys and girls. Two are boarders, all the rest being day scholars, some of whom come a considerable distance. Boys are received only to the age of 12. The instruction is given by two mistresses and two female pupil teachers under the general superintendence of Miss Ferguson.* On examining the classes I was very gratified with the intelligence shewn by the children. They have evidently been taught with care, and the lively interest they seem to take in their lessons is a good sign. I have not seen a better specimen of a mixed school under female teachers.

* I regret to observe an announcement of the death of this lady.

123. *St. Joseph's Catholic Seminary, Bangalore.*—The English seminary contains 91 pupils, of whom 48 are boarders, including 16 military and the same number of civilian orphans. This branch of the institution is divided into five classes. The teaching staff consists of three brothers of St. Joseph and two other masters, besides a Kanarese Munshi. The Rev. Mr. Clemot, M. A., who superintends the above establishment, also takes part in the Latin instruction, 17 students being taught this language.

124. The fifth, or highest, class are studying some of the text books for Matriculation. Two candidates went up last year, but without success. The explanation of a passage from Ireving's Life of Columbus was imperfect, and answers on the mathematical lessons were not so satisfactory as they might have been. One boy translated correctly from Cornelius Nepos. On the results of the examination in all the classes I consider that the institution is well conducted, and that pains are being taken to raise and improve the character of the instruction given.

125. *St. Mary's Catholic Seminary.*—The Native Seminary under the care of the Rev. Mr. Janssoone has 15 students, boarders. That gentleman teaches Latin to the advanced pupils, who are going through a version in that language of Colebrooke's Essay on the Philosophy of the Hindús, published here at the Catholic Press. There is a European teacher for English and a Munshi for Kanarese. Translation from English into Kanarese was well done. The aim of the education in this branch is, I believe, to prepare the students for mission work, but the qualifications demanded are so rare that, out of about 300 who have been under training altogether, only 6 have been selected for employment.

126. *St. Patrick's Catholic Seminary, Shúle*—Is attended by 64 pupils, who are taught by one brother of St. Joseph and two masters under the general supervision of the very Rev. Mr. Chevalier. I was glad on examination to find the reading of the first class decidedly superior to what I generally meet with, and the knowledge of the meaning of the lessons was very satisfactory. In mathematics the boys were not so ready.

127. *Cantonment Orphanage and School for Destitute Children.* (Not examined.)

128. *London Mission School, Cantonment.*—There are 123 pupils on the register with an average attendance of 117. On comparing the

condition of the school with what it was last year, it appears that not only has the number of pupils increased but that the standard of instruction is also higher. The first class may be considered as a preparatory Matriculation class, where as last year the General Test of the U. C. S. examination was the highest point aimed at. The change I think has been for the better, and the general state of the school is satisfactory.

129. *London Mission School, Alsúru.*—Owing to the non-receipt of sanction for the proposed Government grant, this school was closed for many months. On the earnest solicitation of the leading residents of Alsúru, who subscribed Rs. 50 towards the purchase of new furniture, it was re-opened in November under a superior master, and 86 boys joined at once.

130. *St. Bartholomew's School, Mysore.*—This school, which now receives a grant from Government, contained at the time of inspection 4 boys and 10 girls. The lessons which are confined to elementary subjects seemed to have been fairly taught by Mrs. Chapman, the mistress in charge.

131. *Jahagírdar's School, Yelandúru.*—The average attendance at this school, which is entirely supported by the Jahagírdar of Yelandúru, has been 25 during the year. The highest class is a third according to the nomenclature of the classes in Government schools, which together with the appointed course of study has been adopted here as elsewhere in many private schools.

3. Lower Class.

a. English Schools.

132. *St. Marks Ragged School, Bangalore*—Established for the children of drummers in native regiments under the superintendence of the Chaplain of St. Marks.

133. *St. Mary's Catholic School, Blackpalli.*—In connection with this establishment there are six schools under the care of the Rev. Mr. Gasnier. The English school contains 66 boys and is conducted by two Brothers of St. Joseph, one a European, the other a native. The pupils are nearly all children of domestic servants. The attendance is very fluctuating and the instruction elementary, the boys who wish for a

higher education being transferred to the seminary at St. John's *Hill*. On examination the pupils seemed very backward in arithmetic, a subject which should receive special attention. Though they read with considerable fluency, they were but poorly acquainted with the meaning of their lessons. In other respects they did as well as could be expected.

134. *Catholic School, Mysore.*—This school is similar in character to the above. The examination shewed that it had been better superintended this year than last. The first class did well. The levy of fees has not been entirely neglected, the rate being 8 annas in the first class and 2 annas in the second.

b. Kanarese Schools.

135. *Wesleyan Mission Main Street School, Bangalore.*—Contains 105 pupils, distributed into four classes, under as many teachers. More than half the boys in the school are of the class learning the alphabet and writing in sand. The pupils do not remain in the school longer than seven or eight months. A little English is taught in the first class as an inducement to them to stay, but the principal portion, belonging to the weaver caste, are withdrawn as soon as they can read and write a little to assist their parents.

136. *Wesleyan Mission Péte School, Mysore.*—I do not think this school has improved since I last saw it, either in the Kanarese or the Hindustáni branch. The number of pupils in the former has risen ; but the attainments of the boys appeared to me inferior to what they were at that time. It is probable that an additional master is required. There are 65 learning Kanarese, and 29 Hindustáni.

137. *Wesleyan Mission Market Street School, Mysore.*—Though the attendance is lower than last year, this school is the more advanced of the two, and appears to be satisfactorily taught. The course of lessons is as described before. The number of pupils is 96.

138. *Catholic Schools, Shethalli,*—These schools, now under the superintendence of the Rev. Mr. Gasnier, were closed for the rice harvest and Christmas holidays. I had not therefore an opportunity of seeing them in operation.

139. *Chetnahalli Branch School, Singápura.*--From this and neighbouring villages 15 boys attend. The studies consist of the First and Second

books, Hindu Matha Parikshe, Kathá Mále, grammar and geography. In knowledge of arithmetic the boys are deficient. The condition of the school may be described as fair, and nothing but irregularity in the master prevents its rising to a higher standard.

140. *London Mission School, Málúru.*—This is a free school, there being no fees and books being supplied gratis. I understand however that fees used formerly to be levied. There are 36 boys divided into five classes. All learn Kanarese, the highest class being in attainments a little above the third class in a talook school. The hours of study are the same. There are two masters, the senior of whom teaches the three lowest classes, and the other the two highest. The former, an old teacher of the town, receives a fixed pay of Rs. 5 and a rate per head besides, which now contributes about Rs. 2 more; the junior master gets Rs. 5 including the rateage. The premises consist of an unused Shékdar's cutcherry presented to the mission and in need of repair. An evangelist who lives near the town has an oversight of the school. So far as I could gather there is a bitter feeling towards this man and the institution on the part of many of the people, arising probably from the conversion to Christianity by his means of a young Brahman educated at the school.

141. *London Mission School, Anekallu.*—There is here only a boys' school connected with the London Mission, the girls' school having been given up a few months ago. The number of pupils is 51, with an average daily attendance of 40. The instruction, which is all in Kanarese, so far as it goes is not unsatisfactory, the standard of the class being about equal to that of the third class in a talook school. The hours of study are the same. Fees are paid at the rate of 2 annas in the first class, 1½ in the second, 1 in the third and ½ an anna in the others. Books are supplied gratis. There is one master, who three months ago received a salary of Rs. 10 a month. As however the attendance seems to have been declining, he is now paid so much a head for each boy, which produces no more than about Rs. 5 at the present strength of the school. He is an old school master of the place and seems qualified for his work. He is assisted by two of the elder boys, who receive a trifle. The premises, a large native house, belong to the mission, and are much in need of white-wash. Some very inferior maps are exhibited on the wall, one of the World in Tamil, a small one of Hindustán in Telugu and one apparently

a rough manuscript sketch of the same subject, with names in English. The boys were examined from two small English maps of Europe and Asia by Johnston. A native catechist resides on the spot and looks after the school.

142. Anekallu is inhabited by a quiet population consisting largely of the weaver class. There are three indigenous schools of a temporary character containing from 10 to 12 boys each. The Mission school appears to satisfy the majority of the people, but the establishment of a talook school would probably be a serious blow to it. Before determining on that step it would be well to ascertain from the mission what intention there is of keeping up and improving the school, and of raising the standard of instruction.

c. Tamil and Telugu Schools.

143. *Sadar Véda Siddhánta Sabhá Seminaries.*—Making allowance for those who attend more than one branch, there are 270 pupils in the four seminaries, as per margin. All are of respectable Tamil and Telugu origin. The schools contain no Brahmans or Mahomedans. The Tamil seminary has 4 masters and 2 pupil teachers, the Telugu 3 masters and 1 pupil teacher, while the Kanarese and Sanskrit branches are under one master for the two.

Tamil Seminary	...	171
Telugu „	...	105
Kanarese „	...	15
Sanskrit	...	7

144. *Tamil Seminary.*—This branch is divided into four classes. The first class was examined in the reading and explanation of Tamil poetry, with satisfactory results as regards the upper boys. In arithmetic they had not been taught the most approved and expeditious modes of working. This, I trust, will receive attention in future. In geography they answered fairly. The boys have been practising map-drawing, and some very neat specimens of their work were shewn to me. It is desirable that they should begin with putting in the meridians and parallels so as to preserve correct proportions and positions. They should also have the best models to copy from, and some instruction in the method of representing the rivers and mountains.

145. *Telugu Seminary.*—There are also four classes in this department. The first and second being taken together read fluently from Mor-

ris's History of India and answered questions on grammar. Verses from the Andra Náma Sangraha were correctly repeated, and the meanings of the terms given. In arithmetic the first class were backward. The second class wrote to dictation with general accuracy, the remarks on map-drawing above apply equally to the Telugu school.

146. *Kanarese Seminary.*—This is composed of two classes, the boys of which learn only reading and grammar in Kanarese, their other instruction being received in either the Tamil or Telugu school. *Sanskrit Seminary.*—One class of 7 boys reading the Rámáyana Sangraha.

147. I continue to hold a good opinion of the working of these seminaries and of the efficiency of their management. Owing to want of proper accommodation, the classes are much inconvenienced and stationed in various buildings and out-houses. To this it may be attributed that the boys were not quite so ready with their lessons, especially in the Tamil seminary, as I have found them on former occasions. On the occupation of the new premises there is an intention of introducing a general change in the course of instruction, and of teaching English throughout the school with the view of preventing boys going away to other schools for the study of that language (as they do now to the number of 40) and also of inducing them to remain longer in this institution. The effect of the change may not be unfavorable if good teachers are procured and English lessons confined to the classes above the elementary ones. The ability however with which the seminaries have been conducted for many years past warrants the confidence that only such arrangements will be adopted as are dictated by a prudent consideration of the demands of the times.

148. *Catholic Schools, Blackpalli.*—The parent and branch Tamil schools contain altogether 103 pupils, as noted in the margin. The most advanced boys could read from Kathá Manjari and the Minor Tamil Poets. They were also acquainted with the simple rules of arithmetic. In the lower sections the boys not only write in sand but are furnished with books of palmyra leaf, such as the natives have used probably for ages, containing the lessons of the First Book written out by the master. These books are more durable than those printed on paper, and the children seem to be more at home with them. The

Blackpalli.	...	40
Jimancheri.	...	20
Shúle.	...	23
Gun Troop.	...	20

master also is more careful that none are lost or destroyed, as he is at the trouble of preparing them.

149. *Wesleyan Mission Gun Troop School, Bangalore.*—This school is attended by the children of horse-keepers, &c., in the Artillery Lines. There are 50 pupils, 40 boys and 10 girls, with an average attendance of 44. The instruction is carried on by two teachers. Fees are not levied, and books are sold at half price. The Head Master seems an energetic man and well suited for his work. The boys of the first class read very fairly from the Bible and answered simple questions in grammar and geography. They could also work sums in the elementary rules.

150. *Catholic School, Mysore.*—This Tamil school contains 105 pupils. The highest class read up to the Pancha Tantra and seemed as well prepared with their lessons as I have usually found them.

d. Sanskrit Schools.

151. *Samskrita Vidyá Nilaya, Bangalore.*—This school, which has lately received a grant from Government, contains 48 students. Different members of the first class study Vishvagunádarsha (in Dévanágari character) Tarka Sangraha, Bhárata Champu, Champu Rámáyana and Naishadha. The second class have gone through Hitópadésha and are now doing Mágha. The third class are learning Raghuvamsha, and the fourth Amara. The principal boys were questioned by several Shástrís present and answered very satisfactorily in the subjects they had been taught. I consider that altogether there are present in the institution the elements of a good school. I think however that fees should be levied, and that some arrangements should be made for instruction in the morning to those boys who do not attend English schools.

152. *Mágadi.*—There were 35 students present, and I have reason to believe the school is satisfactorily carried on by Venkatádri Shástri, assisted by Síta Ráma Shástri. The marginal list shews the lessons studied and the number of students in each book.

1 Shákuntala.
2 Champu Rámáyana.
3 Naishadha.
1 Méghasandésha.
10 Mágha.
12 Raghuvamsha.
1 Kumára Sambhavá.
5 Amara.

153. *Chikka Ballápura.*—The attendance of students is 50, and I am glad to say that the studies appear to be carried on with diligence. I reported on the school at some length after the last inspection and I

have little to add. The first class students on this occasion were examined in Shâkuntala and the Champu books and did well. The Head Master and his brother gave an exhibition of debate, in Sanskrit, on the question 'whether the people of India are happier under British rule than they were under their own rulers.' The premises are as objectionable as ever, but efforts are being made to erect fresh ones, and ground has been secured for the purpose.

154. *Chintámani*—Contains 22 pupils, of whom 18 were present. The school is working steadily, the course of instruction being the same as described in my last report.

155. *Seringapatam.*—Owing to evidences of neglect the grant to this school was suspended for four months. Pandit Jagannáthâchári, who is the head of the establishment, took immediate steps to place it on a more satisfactory footing, and on inspecting it again in March I considered myself justified in renewing the grant. On this occasion 33 students presented themselves for examination under their teachers Lakshmi Nárâyana Shástri, Krishna Shástri and another, a young man. The subjects of study are noted in the margin. The pupils with a few exceptions answered readily.

7 Champu Grantha.
6 Mágha.
6 Raghuvamsha.
8 Rámayana Sangraha.
6 Vyákarana.

156. *Mélkóte.*—The number of students is returned as 88, distributed into four classes. An increase of 23 has taken place since the last inspection. The two pandits at the head of the school have appointed two assistant masters. I am glad to report that considerable improvement appears to have been made during the year. The discipline of the school is better and the instruction more effective. In analysing Sanskrit verses the verbs are fully parsed and conjugated. This practice is quite an innovation, and not as far I know in use any where else. The old system is to go through the declension of all substantive words and to pass over verbs merely stating that they are such. It is evident that a superior knowledge of grammar and of the language should be obtained by taking up the verbs also. It is satisfactory to know that a little Sanskrit work I published some time back has directed attention to this matter, and led to the present system being adopted.

157. There is strong emulation among the boys and they were all most anxious to be individually examined. In arithmetic they had made

a good advance. The first assistant master, who may be designated the factotum of the establishment, has improved his knowledge of this and other subjects, and is now an efficient teacher and seems greatly interested in his work. That this school should be in so flourishing a condition, and the hóbli school in the same place also so numerously attended, are most encouraging signs of the desire for education in this important Brahman town. The residents I was informed are in the habit of remarking to one another with satisfaction "that there are no boys to be seen idling about Mélkóte now."

e. Persian and Hindustáni Schools.

158. These schools have all been visited by the Sub-Deputy Inspector Khája Mahomed twice during the year, besides the examinations which I have held of most of them myself while on tour through the talooks. A few remarks are appended on the condition of each.

159. *Madrasa Islámia, Bangalore*—Has an attendance of 99 pupils, divided into 5 classes, under 6 masters. The highest class corresponds to the second in a Government school. The boys of the two upper classes, though young, are very quick, and well acquainted with arithmetic and geography so far as they have studied those subjects. The Head Master has lately been appointed Názim from which good results may be expected.

160. *Madrasa Kudusia, Bangalore.*—The number of boys is returned at 214. The school is well managed and making progress. The head boy in the first class has made considerable advance in the study of Arabic, mathematics and Persian. The boys of the second and third classes answered well in history and geography.

161. *Madrasa Mahammadia, Bangalore*—Contains 100 pupils. On the departure of the late Head Master, the old first class was broken up. Two of the students belonging to it have entered the High School and two the Normal School. The boys of the next class have improved in geography and arithmetic, and generally passed a good examination.

162. *Madrasa Sultani, Bangalore.*—In Arabic instruction this is the first of the Bangalore Madrasas. It has 74 pupils. The boys of the highest class are reported as making greater progress in that language every year. It is to be feared however that other subjects do not receive

a proportionate amount of attention. The boys of the second class were well prepared with Persian and arithmetic.

163. *Commissariat School, Bangalore.*—The number of pupils is 23, sons of camel drivers in the Commissariat. A greater improvement is reported this year than has been apparent for some time past.

164. *Chennapatna.*—This school, the grant to which was for some time suspended, made so much improvement under a trained master from the Normal School that the grant was renewed. It contains 69 pupils, and is being carried on in a very satisfactory manner.

165. *Closepéte.*—There are nominally 44 pupils, but until the aged master is relieved, as proposed, by his son who has been trained in the Normal School, no regular attendance or improvement can be looked for.

166. *Dodda Ballápura.*—There are 54 pupils in this school, which has always borne a good character. Owing to the poverty of the parents many have withdrawn their subscriptions, and there is a general desire that the school should be taken over by Government. Under these circumstances not much advance has been made in the studies this year.

167. *Tyámagondlu.*—This school contains 40 boys and is well reported of. The master is a clever man, well acquainted with Persian. The principal drawback is that boys stay but a short time at school, a good many not more than four or five months.

168. *Chintámani.*—The school at this place has much improved since the master underwent training in the Normal School. It has 30 pupils, who have been well taught. The residents are anxious that the school should be adopted by Government.

169. *Srinivásapura.*—The number of pupils is 49. I am glad to say that the master has devoted much more attention to the school latterly than was his practice a year or two ago. Decided improvement has in consequence been made. The first and second classes did very well in the examination.

170. *Echinpalli.*—In this place there are 26 pupils. The head boy of the first class was well prepared with Gulistan, Char Dervesh and arithmetic. The second class did not do so well. The master wishes to enter Government employ.

171. *Rónúru.*—There are 24 boys in this school, and the master is an able and attentive man. The first class boys have made improvement in arithmetic and geography. The second class were considered fit for promotion to a higher grade.

172. *Hunasúru.*—The school is a good one and contains 37 boys. The master is a very intelligent man, and devoted to his work. It is his wish that the school should be made a Government one.

173. *French Rocks.*—The master, assisted by his son who has had some normal training, conducts this school in a very creditable manner. The number of pupils is 38. The second and third classes in particular did well at the inspection.

174. *Hassan.*—The grant to this school, which was suspended for some time, has been renewed, and the school is in an improved state, but still suffers from the appointment of a Názim who is continually absent from the place on business of his own. The number of pupils is 41.

175. *Gumbaz Madrasa, Seringapatam.*—On this school I reported at length last year. I regret that the changes there recommended have not been carried out, in consequence of which the school remains in the same unsatisfactory condition. There are 12 pupils.

176. *Hindiganálu.*—An elementary school, containing 19 boys and 5 girls, divided into 3 classes, under one master. He is reported to be a good teacher, and improving himself by the study of arithmetic and other subjects.

177. *Kanúru.*—A similar school, with 25 boys. The master has been for a short time in a Kanarese Training School. He is well acquainted with Hindustáni, but has a limited knowledge of Persian.

4. Girls' Schools.—Upper Class.

178. *Bishop Cotton School, Bangalore.*—There are 54 pupils, including 5 little boys. The number of boarders is 16. Compared with last year the strength of the school has increased by 9. The proportion of boarders is nearly the same. The classification and rates of fees remain unchanged. An additional mistress has been appointed, so that each class has a teacher.

179. The upper section of the first class had taken great pains to prepare their lessons in Lord's Modern Europe and Hughe's geography. They read from the former fairly and applied the rules of Morrell's smaller grammar. In arithmetic they are being to some extent trained by Dr. Pope, but I think this lesson does not occur frequently enough. As regards the other lessons there is an excess of history. I recommend more attention to language. A reading book containing suitable selections in both prose and verse might be used, and a fuller grammar along with it. An English dictionary is now committed to memory, a few words at a time. There are many objections to teaching the meanings of words on so arbitrary, not to say tedious, a method, and this practice ought at once to be given up. The three lower classes are being well taught, and answers were readily given by some in each to the various questions asked. The third class seemed to have less fear of the subject of arithmetic than many of the pupils in other classes.

180. Map-drawing is neatly done under the direction of the native drawing master. But I think it is of importance to provide more correct models, and of a more modern date, especially as regards Africa. In one sketch of the latter continent I observed the old familiar mountains of the Moon figuring in the centre with very little else around. A map of India placed Vellore about midway between the Province of Mysore and the Nizam's dominions, Bellary being thrust considerably out of its place in consequence. I may state however that viewed as a whole I consider the school a good one. But the course of lessons, particularly of the highest class, needs to be revised and re-arranged.

181. *Wesleyan Mission English Girls' School, Bangalore*—Contains 62 pupils, among whom are included 8 little boys. Of the eight classes the first three are styled the upper room, the remaining five the lower. From the table of lessons it will be seen that the studies of the first and second classes differ very slightly and that the fourth and fifth closely resemble one another as also do the sixth and seventh. I would suggest that fewer classes be formed, say five, with sub-divisions if necessary.

182. I regret to say that the results of the examination were far from being so favorable as the former character of the institution would lead one to expect. This it appears is partly the effect of attempting too much. Thus in the first class under the head of history there are in use

no less than four books, and for the study of natural science there are two. The same remarks apply to the second and third classes. Where a great many books have to be gone through it almost of necessity follows that some studies suffer neglect, and generally those of a more homely kind. Accordingly the reading was far from clear and intelligible, and ordinary arithmetical calculations were performed with difficulty. The attention of those responsible for the management of the school has been directed to these and other matters, which it is trusted will be rectified and a more healthy state of things introduced.

183. *Convent of the Good Shepherd.*—The English school contains 87 girls, under a Sister of St. Mary and three assistants. The whole establishment is controlled by the "Lady Superioress" of the convent. The first class read and parsed fairly, and explained the meaning of a passage from the Fourth Book (Irish Series), and some of the elder girls recited pieces of poetry from the same. In arithmetic they were backward, especially those of the second division, who had been allowed to fall into a singular error in the mode of working long division sums. I think the school is actively and well managed, but the classes are rather too large. I would recommend the formation of the first division, fist class, into a separate class, with somewhat higher studies. I consider it very desirable that there should be an additional mistress in this department.

2. Middle Class.

184. *St. John's Girls' School.*—The numbers in this school are 56 distributed into four classes. I was glad to find the girls of the first class better prepared with their lessons than on former occasions. They read well and were accurate in writing to dictation. The second class were a little backward in arithmetic, and could not remember much of what they had learnt of the different meanings of words in Carpenter's Spelling Assistant. In other respects they answered fairly, as did the girls in the lower classes.

185. *St. John's Infants' School.*—This is a mixed preparatory school and contains 37 girls and 40 boys. They are formed into four divisions, and are taught somewhat on the Glasgow system. On mastering the alphabet and being able to read short sentences, they are drafted into the boys' or girls' school as the case may be. The method of instruction appears to be excellent.

186. *Dinner Fund.*—From a fund specially raised for the purpose, a meal is given in the middle of the day to the poorest of the children. On the day of my visit 72 sat down to a substantial repast of curry and rice and pepper water. I was invited to taste each of the dishes and considered them very appetising. The average cost of these dinners per head has been between 6 and 7 pie during the past year, including all expenses. It is estimated that 10,117 individual dinners have been supplied in the twelve months.

Singing.—A large choir of select voices from the three schools (Boys,' Girls,' and Infants') practise singing on Hullah's system under the able direction of Mrs. Cooper. The rounds and catches which I heard sung from notes were given with much precision and accuracy.

3. Lower Class.

187. *London Mission Boarding School, Bangalore.*—No change of importance has occurred in this school during the year. The number of inmates continues about the same, 30. The careful attention to the welfare of the girls, and the character of the instruction given to them, both in English and Kanarese, entitle the institution to rank with the best of its class.

a. Kanarese Schools.

188. *London Mission Day Schools, Bangalore.*—The schools are now five in number, with an attendance of 512, as given in the margin. The classification and course of lessons are identical in all, which admits of girls of the same grade being assembled together for examination in the central school in Kurubara Péte. The teaching staff consists of 11 masters (3 for grammar in particular) 2 Bible women, 2 needle women and one teacher of native singing. The whole of the institutions are superintended by Miss Anstey, under whom is employed a catechist for inspecting the schools.

Kurubara Péte	...	138
Arale Péte	...	109
Hosa Péte	...	105
Cubbon Péte	...	83
Yelégaudana Pálya	...	77

189. The highest class at the present time is a fourth, the classes above that having broken up in consequence of the baptism of one of the girls. A fourth class appeared for examination to the number of 20, composed of 6 girls from Hosa Péte, 4 each from Kurubara and Cubbon Pétés and 3 each from the other two Pétés. They were examined in grammar,

arithmetic, geography and dictation. In the first two subjects a girl from Yellégaudana Pálya was the best prepared; in geography the Kurubara Péte girls had slightly the advantage, and wrote to dictation more neatly than the others though not more correctly. On the whole however the girl first mentioned was the most ready in answering and decidedly took the lead. The fifth class contains 29 girls, namely 8 from Hosa Péte, 6 each from Kurubara and Arale Pétés, 5 from Cubbon Péte, and 4 from Yellégaudana Pálya. The 23 present were examined in reading from a third book and in the multiplication table. The Hosa Péte girls perhaps did the best.

190. All the other girls, to the number of 463, are in the alphabet and infant classes. About 150 were seen in the central school and the rest in the different branch schools. Some can read a part of the First Book published at Mangalore, but the majority are at different stages of the alphabet and notation of figures. With the aid of colored drawings they receive object lessons of a simple character.

191. On a review of the whole of the schools I am happy to report them as in a creditable state of efficiency. Order is fairly maintained, considering that the vast majority of the pupils are so young. The general arrangements are good, and the interest in their work displayed by the teachers praiseworthy. There is an adequate supply of apparatus in each of the schools, and the premises, all mission property, are commodious. I may in conclusion refer to the branch schools some time ago in operation at Kolár, Anekallu and Yelahanka. For various reasons they have all been given up. It is expected, however, that arrangements may be made before long for re-opening the one at Kolár.

192. *Wesleyan Mission Day School, Bangalore*—Contains 144 girls, for whose instruction there are five male teachers, the principal one being a Christian, and for accompanying girls to and from school, five female attendants. No fees are paid, and books are supplied gratis. Ten girls from the boarding school, where they are taught English, join the day school in the morning for Kanarese instruction. The most advanced pupils are of this description, there being five in the first class, and three in the second. There are a few Brahman girls in the school and the attendance of members of that caste is encouraged by paying one of the teachers, who is a Brahman, so much a head for each one he brings. But the

majority are children of traders and handicraftsmen. Altogether the school appears to be doing well. The association of the boarding school girls with the others is likely to promote advancement in the studies of the latter, and has probably the effect of making them regular and more unwilling to leave school until compelled.

193. *Wesleyan Mission Day Schools, Mysore.*—The attendance in the two schools has risen to 135 as noted in the margin. Both have been removed to new localities in order to take advantage of more commodious premises. I was exceedingly pleased with the intelligence of many of the girls in the Péte school, and consider that a very decided improvement has taken place during the year, due, I believe, to the superintendence of Mrs. Hutcheon. The other school also appeared to be in a satisfactory and encouraging condition.

Péte School.	65
Market Street School.	70

194. *Catholic School, Shethalli.*—See remarks under para 138.

195. *Sanmárga Darshani Bálika Pátashále, Seringapatam.*—This school so far belied its name that the grant was for some months suspended. It has since been renewed as a very decided improvement was apparent on a recent inspection in March. At this time four girls could read fluently and well, two of them from any book. These could also work easy sums and write correctly to dictation. The girls are all Brahmanís and very quick. With proper attention the school will produce valuable results.

196. *Mélkóte Girls' School.*—This is a branch establishment of the Sanskrit school, and one well deserving of Government support. It contains 24 Brahmani girls of very pleasing intelligence. Those in the first class can read well from the Kathá Sangraha, know a part of Vágvidháyini and the elementary rules of arithmetic. They also learn from a book entitled Súpa Shástra, or the science of cookery, a very useful branch of instruction for them.

b. Tamil Schools.

197. *Hindu Female School, Bangalore.*—The number of pupils is 89, divided into 6 classes. Book instruction is carried on by three male teachers. There are, besides, a female teacher of needle-work and two ayahs. The girls pay no fees, but buy their books. The course

of instruction has often been described in former reports and presents nothing new, except it be the introduction of a cookery book. This contains minute instructions on the culinary art, especially on the, to a native, important process of cooking rice, the accidents in cleaning, seasoning, &c. to which it is liable, and the remedies to be applied. The girls learn the book by-heart. It cannot be denied that this is a branch of education of the most patent utility, and one certainly much, if not altogether, neglected in schools of vastly higher pretensions. I am glad to report that the girls were as well prepared with all their lessons as usual.

198. The chief subject of congratulation is the entire re-organization of the management, and the resuscitation of the subscription list. It has been stated of late years that, owing to the death of the founder and others originally interested in it, the subscription had fallen very low and the prospects of the school were uncertain. In February last the Tamil community seem to have awakened to a sense of the dangers which threatened, and a committee of 11 respectable native gentlemen, called trustees, was appointed to manage it. The confidence inspired by the new management, and the personal efforts of the board of members themselves, have resulted in the creation of a large subscription list, the monthly amount now obtained from private sources being Rs. 58. Altogether I think I am justified in saying that this school, which has for a series of years presented a prominent instance of successful native management, has never been in a more flourishing condition or been more efficiently conducted than it is at the present time.

199. *Wesleyan Mission Caste Girls' School, Alsúru*—This school numbers 69 pupils, distributed into three classes, with one male teacher for each. The girls of the first class read, repeated from memory and explained selections from the Second Book of minor Tamil poets; they were also able to answer questions on the elementary parts of grammar, work sums up to compound division and knew something of the map of the World. They are besides taught needle and wool work of useful kinds. The school is frequently visited by a lady missionary and appears to me well taught and popular. It would be interesting to know how many girls have passed through it since the beginning, and in what parts of the country they become settled after leaving. A register should be

kept giving this information. The Head Master is a young man of education, a gold medalist of the Madras Medical College. While however learning the art of healing, his own health broke down and he has therefore taken to teaching. No fees are paid by the girls, but they buy their own books.

200. *Convent Schools, Bangalore.*—These consist of a school for native girls containing 62 pupils, and of a school for native nuns numbering 20. The Tamil school girls can read and write that language, and do easy sums. They give a good deal of attention to needle work, which is undertaken in connection with the industrial school adjoining the convent. Some very tasteful specimens of wool work were exhibited as done by them. The native nuns having already passed through schools, receive principally religious instruction. They accordingly read the lives of the saints and other similar books, some in Tamil and some in Kanarese. From among these young women are selected teachers for the Catholic schools at Mysore, Ganjám, &c.,

201. *Wesleyan Mission Orphan School, Bangalore.*—There are 32 pupils, either orphans or children of poor native Christians, taught by an experienced man formerly Head Master of the Alsúru school. He is assisted by a pupil teacher. The girls were well prepared with most of their lessons. The sums were not quite so readily done as the other exercises. The premises appear clean and airy, and the girls well fed and cheerful. They do their own cooking under the direction of the matron, and also learn fancy needle work, which is sold for the benefit of the school. It is estimated that the keep of each girl costs about Rupees 4 a month.

202. *Catholic School, Blackpalli.*—This school contains 40 girls under two native mistresses. The books taught are the same as those used in the boys' schools already reported on. Additional exercises are the chanting of verses from Tamil poets and the practice of needle work. The girls are generally removed from school at the age of 10 or 11.

203. *Catholic Schools, Mysore.*—The number of girls under instruction is nearly the same as it was last year, namely 6 in the English school and 75 in the Tamil. The pupils of the former had not made so much advance as I had expected. The Tamil school had, I think, improved.

c. Hindustáni Schools.

204. *Mahomedan Female Educational Institution, Bangalore.*—This school contains 90 girls and has made progress during the year. Five girls know arithmetic as far as subtraction. The hindrances to the success of the school are the early age at which girls are removed, and the difficulty of finding qualified female teachers to take charge of it. With greater attention on the part of the Názim it is probable that the school might be improved. Instruction in needle work should be continued.

205. *Madrasa Mufid un Nisvan, Bangalore.*—There are 46 girls. Owing to the prevalence of small-pox the elder girls were absent, and the school did not in consequence make a very good show at the examination. The first and second mistresses are clever women and qualified to teach. Needle work has not received sufficient attention.

206. *Zenáni Madrasa, Tárámandla Péte.*—This school is steadily carried on, with an average attendance of 30 girls. The mistress, Amír un Nissa Begum, knows Hindustáni and Persian and has been making herself acquainted with arithmetic and geography. She is a clever and industrious young woman.

III. BOOK DEPARTMENT.

207. *School Books.*—The measures for providing suitable Kanarese school books for the rapidly augmenting number of primary schools have been unremittingly prosecuted. Valuable assistance has been rendered in this work by the Translator, Rámaswámi Shástri. A first edition of Anka Ganita (arithmetic) has been published. A new edition has been issued of Padya Sára (poetical reader) in an improved form, with entire revision of the contents and notes. The Kathá Saptati (prose reader) has also been re-printed. The Amara Kósha (Thesaurus of Sanskrit words) has been all but completed, with meanings in English and Kanarese. The Bhúvivarane (geography) has been entirely re-written and is now going to press.

208. *Maps.*—The engraving of the Map of India, on a large scale, has made considerable advance. It is to be hoped that it may be ready for use before the close of another year.

IV. BUILDING OPERATIONS.

209. *Original Works.*—No school houses were erected during the year, though the arrangements for one at Hunasúru were first made and then withdrawn. A building at this station is much needed.

210. *Repairs.*—The new wing of the Kolár District school-house being completed, the older portion was put into general repair, and matted. A further sum was expended in enclosing a large piece of ground offered by the Deputy Superintendent for a play ground.

The Rája's school-house at Mysore received some necessary repairs.

The school-houses in the following talooks were also put into complete repair—Arakalagúdu, Sakalásapura, Mulabágalu, Dodda Ballápura and Sargúru, and petty repairs were carried out at the Hassan girls' school.

211. *Erection of Boundary Walls, &c.*—Boundary walls were erected to the premises at Chennapatna, Nanjanagúdu and Hassan. The compounds attached to the school-houses at Sakaléspura and Yelahanka were trenched and enclosed by hedges. Gates were provided for the school premises at Hosakóte, Sarjápura and Narasipura.

B. L. RICE,
Inspector of Schools.

APPENDIX III.

II. CIRCLE.

Inspector's Report.

I have the honor to submit my Report on the state and progress of Education in Circle II during the year 1871—72.

2. *Number of Schools and Pupils.*—The following tables present a classified statement of the Government, aided and inspected schools, together with the number of pupils under instruction in the four Districts of Shimoga, Kadoor, Chituldroog and Toomkoor. A comparative statement of the number of schools and pupils for the last three years is also appended.

Table I.

District	No. of Government Schools.	No. of Pupils.	Private Schools in receipt of Govt. Grant.			Private Unaided Schools.			Total No. of Schools.	Total No. of Pupils.
			Established by Mission Societies.	Established by other than Mission.	No. of Pupils.	Established by Mission Societies.	Established by other than Mission.	No. of Pupils.		
Toomkoor	67	1,972	9	2	412	6	62	1,162	146	3,546
Shimoga	42	1,365	1	1	106	1	17	285	62	1,756
Kadoor	44	1,113	...	...	...	...	22	472	66	1,585
Chituldroog ...	44	1,093	...	...	...	...	66	981	110	1,203
Total for 1871-72	197	5,543	10	3	518	7	167	2,900	384	8,090
„ 1870-71	149	4,656	2	6	265	7	167	2,696	161	7,617
„ 1869-70	110	3,399	2	5	231	...	...	...	117	3,630

Table II.

District.	Boys.						Girls.		Total No. of Schools.	Total No. of Pupils.
	No. of Anglo-vernacular Schools.	No. of Pupils.	No. of Taluk Vernacular Schools.	No. of Pupils.	No. of Hóbli or Sub-Taluk Vernaculars.	No. of Pupils.	No. of Vernacular Schools.	No. of Pupils.		
Toomkoor... ...	1	114	11	580	57	1,512	1	82	70	2,288
Shimoga	1	193	10	595	32	830	...	...	43	1,618
Chituldroog ...	1	103	11	402	34	711	...	...	46	1,216
Kadoor	1	47	8	364	36	809	...	...	45	1,220
Total for 1871-72	4	457	40	1,941	159	3,862	1	82	204	6,342
„ 1870-71	4	368	40	1,717	108	2,730	2	106	154	4,921
„ 1869-70	7	355	37	1,365	70	1,341	2	86	116	3,147

3. *Inspection Work.*—With the exception of three Kanarese talook schools and a few hóbli schools, I have personally examined the pupils of every Government and aided school throughout the Circle at least once in the year.

4. Whilst in the Honnáli Talook an accident occurred which prevented my seeing the Kanarese schools at Nyámti, Chennagiri and Hole Honnúru and compelled me to suspend work for a time. But the schools omitted by me have been regularly visited by the District Sub-Deputy Inspector.

5. *Gradation of Schools.*—The usual division of Government schools is maintained, *viz.*, (1) District, (2) talook, and (3) hóbli schools, (4) girls'

schools of which none have yet been opened in Circle II, (5) normal or other special schools.

6. *The District Anglo-vernacular Schools*—Last year underwent some important changes particularized in pp. 127 and 128 of my report for 1870—71, which placed these schools more in a position enjoyed by District schools in other parts of the Province, and the results have been most satisfactory as indicated by a larger attendance, a higher proficiency, and the payment of an increased fee.

7. So great has been the increase of pupils during the last two years, that all the District school-houses are very much overcrowded, and the recent addition of an assistant to each of these schools having been followed by a proportionate accession of pupils, the demand for more assistants is still as urgent as ever.

8. *Vernacular Schools* and especially the Kanarese talook schools have in many cases had to contend with three serious hindrances, (*a*) bad accommodation, (*b*) insufficient supply of books, and (*c*) the want of monitors or assistants. Notwithstanding these difficulties, their present condition well bear the application of the usual tests to prove their efficiency.

9. There undoubtedly are and always must be some instances of schools and school masters coming short of the mark, but the general results clearly shew a steady advance. That such is the case may be gathered not only from the usual lists of studies and students, but from the increasing demand for schools amongst those hitherto indifferent, and from the readiness of those attendant in schools to incur additional expenditure for books, fees, &c. It may not be out of place here to quote from some remarks on this subject made by the Superintendent of the Nagar Division. Major Hay observes, "I am surprised at the generally expressed wish, often spontaneous on the part of the Malnád Patéls, for education for their boys. It is very different from what it was a few years ago, and the change in opinion has come about much sooner than any one acquainted with the people could have anticipated." This revolution in my opinion would not have come about had the education provided by Government not presented solid attraction.

10. I may now proceed to give a brief account of each school under my charge.

ANGLO-VERNACULAR SCHOOLS.

11. *Shimoga District School*—Claims special notice. The numbers during the year 1870—71 were more than doubled, and during 1871—72 they have steadily increased until both teaching staff and school room have become insufficient.

Number of Pupils	*193
„ Classes.	7
„ „ Masters.	6

* Exclusive of the Kanarese branch.

12. It is noteworthy that many of the new pupils come from the most distant talooks and belong to the Patél class, which has never hitherto been attracted by English education.

13. On the list of matriculates who passed in December 1871, four from Shimoga, all occupied a good position. These have since been formed into an F. A. class.

14. Amongst Anglo-vernacular District schools, the one at Hassan has frequently been put forward as the best. But Shimoga school has a larger number of pupils; passed out more men at the last Entrance examination, and passed them higher on the list than did Hassan. Shimoga therefore has some claim to dispute the first place amongst District schools.

15. In instituting a comparison between these two schools, it must be gratifying to Mr. Haldwell of Hassan to know that Mr. Taylor, the Head Master of the rival school, is an old pupil of his.

16. Although an additional assistant was lately sanctioned, another is required. It will be observed that each appointment of an assistant during the last two years has been followed by a fresh accession of pupils; but I think one more master would enable the teaching staff to overtake the excess of pupils. Although the Kanarese school is conducted in a separate building the rooms in the Anglo-vernacular school are greatly overcrowded and more space is urgently needed. Sanction has been obtained for making a slight alteration that will give some relief to the pressure now experienced, but the addition required should provide for at least 100 boys.

17. *Chituldroog District School*, as shewn last year, had an immense extent of lost ground to recover: what steps have been taken may be gathered from the following extract from a report written in the month of October last.

Number of Pupils	...*105
„ Classes	... 7
„ Teachers	... 5

Exclusive of the Kanarese and Hindustáni branches.

" The results of my examination as shewn in the enclosed table are greatly in advance of any previous year. It is evident that the Head Master has not only worked hard with the classes under his own immediate tuition, but has also maintained a systematic supervision of the work performed by his assistants. The contrast between the state of the institution on the occasion of my previous visit and the one under report was very decided. The building has been put into better repair, and the premises enclosed with a fence. Within, order prevailed in every class as far as the overcrowded state of the rooms would permit, and every master appeared to exhibit an interest in his work."

18. Since the submission of that report, an additional master has been sanctioned, followed, as in Shimoga, by a fresh accession of pupils. The necessity for an extension of the building is even more urgent here than at Shimoga, for although the existing space is more limited, yet it has to accommodate the Kanarese and Hindustáni branches as well as the Anglo-vernacular school. The pupils are therefore unavoidably packed together in a manner very seriously detrimental to school discipline.

19. The University success of the school, though comparatively slight, is very encouraging, affording as it does an indication of the attainment of a higher status of education.

20. The marked increase in numbers may be accepted as a proof of the popularity of the institution. It is only Mr. Clapham's due to state that the improved condition of the school dates from the time of his taking charge and is mainly the result of his judicious exertions.

21. *Toomkoor District Anglo-Vernacular school* like the other District schools has, during the year, had the advantage of an additional teacher. The increased attendance demands a further strengthening of the staff and extension of the building. At present the Hindustáni school is conducted separately in a house hired for the purpose, but the arrangement is open to objection and still fails to leave room enough for the English and Kanarese scholars. The following extracts from a report made in November last will exhibit the character of the education imparted.

Number of Pupils	* 114
" " Classes	... 7
" " Teachers	... 5

* Exclusive of the Kanarese and Hindustáni branches.

22. " The English Department numbers 112 pupils, an attendance nearly fifty per cent in advance of last year, the highest class, a first, is

weak in numbers, but has gone through a very creditable amount of work. Their knowledge of English is sufficient to warrant the pupils of the class preparing for the University Entrance examination: they are fairly well up in the first two books of Euclid, have very carefully gone through Todhunter's Algebra as far as the working of simultaneous equations, and are familiar with the theory and operations of vulgar and decimal fractions, compound proportion and interest. Due attention has also been given to the study of Kanarese and to practising translation from that language into English and *vice versa*."

23 "Although in this, as in other District schools of the Mysore Province, the Madras University examinations have been regarded as the standard aimed at, many of the senior pupils of Toomkoor school have expressed a desire to prepare themselves for appointments in the Department Public Works, a disposition which I have encouraged where the pupils appeared to me physically and otherwise adapted to the work expected of a subordinate in that Department. At the close of last official year I reported that a small supply of apparatus had been borrowed from the District Engineer's office, and that some boys, belonging to the two higher classes of the school, had been formed into a survey class. With the means and material described above, and such time as could be spared from his regular duties, Mr. Birch brought forward 7 pupils for a special examination in mensuration, surveying and plotting. Captain Pole, R. E., obligingly consented to prepare a set of questions on these subjects. I enclose copies of the question papers and Captain Pole's letter giving his opinion on the results of the examination. It will be seen that in mensuration the number of marks gained throughout the class is very high. In surveying only one boy falls below half marks. At plotting only three boys did well. In explaining the failure of the others in this subject it will be enough to state that for the whole class there has been only one box of instruments."

24. I regret to say that very shortly after the above report was written the apparatus referred to could no longer be spared by the Department Public Works, and no other being available the surveying class has been suspended to the disappointment of the pupils, who took great interest in the work. I very much regret this interruption as I am inclined to think that the practical results of such a class would be found more

satisfactory than those to be expected from the Matriculation class, and I trust that the Head Master Mr. Birch, who devoted a great deal of time and trouble to the work, will be placed in a position to re-establish the class and on a better footing than before.

25. *Chikkamagalúru Anglo-vernacular School*, although at the head quarters of the Kadoor District does not rank as a District school. But there is no reason to doubt that with a proper staff of teachers it would attain that rank. The fact that five of the senior boys recently left Chikkamagalúru school with the intention of going to Bangalore, a distance of 150 miles, indicates the existence of a demand for a higher standard of education than the school in its present condition is able to meet. The very satisfactory results attendant upon the appointment of additional teachers at Shimoga and elsewhere strongly recommend the adoption of similar measures at Chikkamagalúru.

Number of Pupils	...	47*
„ Classes	...	5
„ Teachers	...	2

* Exclusive of the Kanarese School.

KANARESE TALOOK SCHOOLS.

26. *Shimoga Kanarese School* was formerly conducted in the same building with the Anglo-vernacular school but want of space necessitated its removal to its present position in the Péte. Since its removal there has been an increased attendance, chiefly of junior boys, but it has the disadvantage of being too far from the Anglo-vernacular school to receive the constant supervision it otherwise would have from the Head Master. Its progress during the year has been fair.

Number of Pupils	...	62
„ Classes	...	2
„ Masters	...	2

27. *Soraba Kanarese School* continues to be regarded as a great boon by the people of that neighbourhood. Its progress is greatly retarded by the want of an assistant master and of proper accommodation. It continues to be conducted in the little room described in my report of last year.

Number of Pupils	...	59
„ Classes	...	2
„ Masters	...	1

28. *Ságara Kanarese School* maintains a standard in advance of most Kanarese schools. I consider it the best in the Circle. The Head Master Puttappa has frequently been mentioned as deserving

Number of Pupils	...	52
„ Classes	...	3
„ Masters	...	2

special commendation. The school premises need the protection of a fence or wall.

29. *Nagar Kanarese School* is conducted in an open verandah of the Anjanéya Dévasthána exposed to every imaginable inconvenience. The master, who was frequently ill, had to be transferred and for some time the school was left to an acting master. Under these circumstances it is no matter for surprise that the progress of the school has been retarded. I made application for the use of an old sandalwood kóti, which if repaired, would at a very trifling cost furnish a tolerably good school room. If this be placed at the disposal of the Educational Department and sanction be obtained for the appointment of, for the present, one monitor, very satisfactory results may be predicted as the school is highly prized by the people.

Number of Pupils	...	32
„ Classes	...	1
„ Masters	...	1

30. *Shikáripura Kanarese School* is supplied with a large school-house originally erected for the Anglo-vernacular school which was abolished nearly two years ago. The town is an important one, but the school is not well attended and falls short of my expectations. Some of the towns people allege that the vicinity of a grave yard and a generally believed story about a local ghost tend to keep away many boys that would otherwise attend.

No. of Pupils	... ...	34
„ Classes	... ...	1
„ Masters	... ..	2

31. *Nyámati Kanarese School* was for several months unavoidably left to the care of the assistant master and lost ground. But since the appointment of the present Head Master the numbers have increased. The new school-house built a little more than a year ago needs an enclosure wall.

No. of Pupils	... ...	73
„ Classes	... ...	3
„ Masters	... ...	2

32. *Chennagiri Kanarese School* is still accommodated in a rented house situated in the main street of the town. The place is not very well adapted for a school room, but it is better than many others in various parts of the Circle. The attendance is good, and the general condition of the school creditable.

No. of Pupils	... ...	58
„ Classes	... ...	2
„ Masters	... ...	2

33. *Holehonnúru Kanarese School* had so poor an attendance the greater part of this and the preceding year, that I recommended the transfer of the assistant master to Yedahalli where the attendance was much stronger. To my surprise the numbers rapidly rose in the school left by the assistant teacher and as rapidly sunk at the one to which he was attached. These very unusual results have maintained their relative positions ever since the transfer in question, a period of about six months, and are by no means creditable to the assistant master. The present number of pupils in the Holehonnúru school is sufficient to claim the re-appointment of an assistant or a monitor. The Head Master is a very painstaking teacher. The rented school-house is tolerably convenient.

No. of Pupils	... ...	56
„ Classes	... ...	3
„ Masters	... ...	1

34. *Tírthahalli Kanarese School* was opened in the month of November last, and obtained a most favorable start from the circumstance that, during the year preceding its establishment, a flourishing hóbli school was in operation in the town. The talook school continues to do well and the hóbli school has been transferred to Mahishi in the same (the kasabá) hóbli. The only building available for school purposes in Tírthahalli is a long narrow dark room. An assistant master is urgently needed.

No. of Pupils	... ...	68
„ Classes	... ...	2
„ Masters	... ...	1

35. *Anantapura Kanarese School* was opened at the same time and under the same circumstances as the school at Tírthahalli. The room in which the classes are crowded is the same that was last year hired by the people for the hóbli school at a rent of 8 annas a month. I found the condition of the school to be moderately good.

No. of Pupils	... ...	41
„ Classes	... ...	3
„ Masters	... ...	1

Chituldroog District.

36. *Chituldroog Kanarese School* has recently had a change in its teachers that has already begun to operate favorably. The Kanarese classes occupy a portion of the Anglo-vernacular school building, every room of which is greatly overcrowded.

Number of Pupils	...	55
„ Classes	...	2
„ Masters	...	2

The Kanarese school nevertheless bids fair now to be more successful than it has ever hitherto been.

37. *Dávanagere Kanarese School* has good accommodation as far as space is concerned, and the tuition is good. Two teachers form a sufficient staff for the present. If the assistant master were a Lingáyet, it is probable that the attendance would be doubled. There are upwards of 200 boys under instruction in the town, the majority of whom are Lingáyets.

Number of	Pupils ...	53
„	Classes ...	2
„	Masters ..	2

38. *Harihara Kanarese School* when last examined by me offered serious grounds for dissatisfaction, and another teacher was appointed. Unfortunately he has been out of health, and though a slight improvement has taken place in the numbers the condition of the school is still unsatisfactory. Arrangements have been made for putting the school on a better footing, and I fully expect that a few months will see a favorable change. The school accommodation is ample.

Number of	Pupils ...	32
„	Classes ...	2
„	Masters ...	1

39. *Chellakere Kanarese School* has been well conducted from the time of its establishment about 18 months ago. At one time there were upwards of 50 boys, but this number was too great for one master to instruct without assistance, and about one-third of the pupils withdrew. An assistant master or monitor is needed. The school-house, formerly a Kotwál's Chávadi, has been enlarged, and it only requires a little more light which can be obtained by putting in two more windows.

Number of	Pupils ...	37
„	Classes ...	3
„	Masters ...	1

40. *Hiriyúru Kanarese School* is never likely to be a large one A new town is slowly growing up near the new Talook Cutcherry on a site considered to be less unhealthy than the old one. The school cannot be removed until a house is available in the new town, and has to be conducted in a dark stifling hovel in the old town, as all the better houses that under other circumstances might be available have been dismantled and the materials removed to the new town. The school will be removed as soon as possible.

Number of	Pupils ...	21
„	Classes ...	1
„	Masters ...	1

41. *Huliyára Kanarese School* is not strong in number, the town being a small one, but it is well conducted. A house in the main street, that was formerly a shop, has undergone a little alteration and forms a tolerably good school room.

Number of	Pupils ...	28
„	Classes ...	3
„	Masters ...	1

42. *Hosadurga Kanarese School* has hitherto only borne a moderately good character, but a change has lately been made, which is calculated to lead to greater improvement. The school accommodation is tolerably good, and the teaching staff sufficient for the present.

Number of	Pupils ...	53
„	Classes ...	2
„	Masters ...	2

43. *Pávagada Kanarese School* has undergone great improvement during the year, and is now in a very satisfactory condition. The appointment of a monitor would greatly add to its efficiency. The school-house is convenient, but requires repair and whitewashing.

Number of	Pupils ...	40
„	Classes ...	2
„	Masters ...	1

44. *Jagalúru Kanarese School* has been most unfortunate in its masters. The building in which the school is conducted is a miserable place, one portion is very wisely avoided as being decidedly unsafe. The condition of this school is not commendable.

Number of	Pupils ...	18
„	Classes ...	2
„	Masters ...	1

45. *Molakálumúru Kanarese School* has during the last 18 months had an average attendance of between 40 and 50 boys. Fully two-thirds of this attendance is due to the influence of an indigenous teacher who transferred his services and his pupils to the Government school with the hope of being appointed assistant master. I greatly regret that the numerous applications on his behalf have not met with success, as many of the most influential Lingáyets solicited the employment of this man, assigning as a reason that they wished to secure for their boys the advantage of the Government mode of tuition without deserting their old local instructor who is an Aiyer (priest) and appears to be respected greatly on that account. He is still giving his services gratuitously.

Number of	Pupils ...	45
„	Classes ...	3
„	Masters ...	1

Toomkoor District.

46. *Toomkoor Kanarese School* keeps up the strength of its attendance notwithstanding the existence of other Kanarese schools in various parts of the town. It is also important as an auxiliary to the English school.

Number of Pupils	...	100
„ Classes	...	3
„ Masters	...	3
with sub-divisions	...	5

47. *Koratagere Kanarese School* is crowded into a space barely enough for one-third of the numbers in attendance. It is impossible to conduct the public examinations in the school room.

Number of Pupils	...	80
„ Classes	...	2
„ Teachers	...	2

48. *Maddagiri Kanarese School* has always been in an efficient state. The general aspect of affairs in doors and out make inspection a pleasure.

Number of Pupils	...	32
„ Classes	...	2
„ Masters	...	2

49. *Kunigallu Kanarese School* has the advantage of a tolerably good school-house ; but owing to the illness of the master, now on sick leave, the school has fallen off during the year. The place is considered unhealthy.

Number of Pupils	...	20
„ Classes	...	2
„ Teachers	...	1

50. *Huliyúrdurga Kanarese School* also has fallen off during the year partly from causes similar to those mentioned above in connection with Kunigallu. The old talook cutcherry affords very good school accommodation.

Number of Pupils	...	18
„ Classes	...	2
„ Masters	...	1

51. *Chikkanáyakanahalli Kanarese School* has made fair progress during the year, and the increased attendance has created a necessity for a monitor. The school-house is convenient, but requires slight repairs and whitewashing.

Number of Pupils	...	43
„ Classes	...	3
„ Master		1

52. *Sirá Kanarese School* continues to maintain efficiency. It possesses good school accommodation and two suitable masters.

Number of Pupils	...	43
„ Classes	...	3
„ Teachers	...	2

53. *Turivékere Kanarese School* has lately begun to improve in its attendance, which for more than eighteen months previously had been very poor. The old talook cutcherry makes a good school-house.

Number of Pupils	...	34
„ Classes	...	2
„ Masters	...	1

54. *Honnavalli Kanarese School* formerly at Tipatúru was removed to Honnavalli in March 1871. The improvement which has followed the change justifies the step. The old talook cutcherry, where the school is conducted, would, if repaired, be a suitable place, but at present it is so ruinous as to be positively unsafe.

Number of Pupils	...	31
„ Classes	...	2
„ Masters	...	1

Kadoor District.

55. *Chikkamagalúru Kanarese School* has never attained a proper standard, but its present condition exhibits slight improvement. I recommended that it should be removed to Hiremagalúru, a distance of about 1½ mile.

Number of Pupils	...	20
„ Classes	...	1
„ Masters	...	1

56. *Sringéri Kanarese School* is attended almost entirely by the children of Vaidika Brahmans connected with the celebrated Matha of that place. The school-house is the property of the estate. The present master is a clever teacher and is well liked, but he is anxious to get away from the Malnád.

Number of Pupils	...	39
„ Classes	...	2
„ Teachers	...	1

57. *Tarikere Kanarese School* still has very inferior accommodation, the amount sanctioned for the erection of a new school-house last year having been withdrawn. The Head Master does not exhibit a proper interest in his work, and there is reason to believe that the assistant master's conduct has been detrimental to the school. The result, as may be expected, is not satisfactory.

Number of Pupils	...	50
„ Classes	...	2
„ Masters	...	2

58. *Sakrépatna Kanarese School* although it has only one teacher is decidedly one of the best-conducted schools of the class. It may be remembered that last year he was transferred at his own request from Sakrépatna to a Maidán appointment; but the

Number of Pupils	...	37
„ Classes	...	3
„ Masters	...	1

Sakrépatna people were so anxious to retain his services that they petitioned for his recall and bore the whole expense of his transfer.

59. *Kadoor Kanarese School* is not in a condition creditable to the Head Master. I consider a change advisable.

Numbers of Pupils	...	38
,, Classes	...	2
,, Masters	...	2

60. *Yedahalli Kanarese School* for two years past has presented a most discouraging aspect. At the beginning of the year the master urged that he was unable to look after the whole school which then numbered 50 boys on account of a peculiarity in the style of the school building.

Number of Pupils	...	25
,, Classes	...	1
,, Teachers	...	2

An assistant master was therefore sent from another school (Holehonnúru). But the only result obtained has been a reduction of 50 per cent in the attendance. On my last inspection visit each master brought charges against the other, and the friends of the pupils complained of them both. I have reason to suppose that masters in distant and objectionable talooks are disposed sometimes to neglect work with the hope of obtaining a transfer.

61. *Bánávára Kanarese School* formerly reported as the best in the Kadoor District was placed under a new master during the year in whose hands it deteriorated so rapidly, and the people complained so bitterly, that it became necessary to make another change. The present master is popular, and the school is regaining its former position.

Number of Pupils	...	35
,, Classes	...	2
,, Masters	...	2

62. *Bírúr Kanarese School* is fairly well conducted. The attendance is good, and the master popular. To meet the wishes of the people who are chiefly traders, particular attention has been paid to arithmetic in which subject the boys generally did well. The house accommodation is very unsuitable.

Number of Pupils	...	51
,, Classes	...	2
,, Masters	...	2

HINDUSTANI SCHOOLS.

63. Those at Chituldroog and Toomkoor are still the only schools of this class.

64. Shimoga and Chikkamagalúru are places where instruction in Hindustáni is greatly needed, and I hope that it may be found feasible to supply this want.

65. Hindustáni schools are the only schools that have been found incapable of improvement owing to the want of proper teachers.

66. It appears to me clearly indicative of something seriously defective in the Hindustáni Normal School at Bangalore—that during the whole period of its existence it has failed to furnish a single teacher for the schools of this circle, and failed also to give the only master sent for the purpose any proper training in teaching during a term of nine months.

67. Unless efficient masters be forthcoming, it is fruitless labor either to attempt the improvement of existing schools or to establish new ones.

68. *Chituldroog Hindustáni School* is of very little value, but, as I have repeatedly represented, reform is impossible without an efficient teacher. The master who has held the post for several years is too old to benefit by any course of training.

Number of Pupils	...	30
„ Classes	...	2
„ Teachers	...	1

Mr. Clapham, the Head Master of the Anglo-vernacular school, has done all that was possible for the improvement of the school, but the task is a very discouraging one.

69. *Toomkoor Hindustáni School* is in some respects slightly in advance of Chituldroog, but it is by no means up to the standard required, as the following extract from my last report will shew. "The highest class, a third, represented by ten boys, "was brought up for examination. An easy story from the Hikáyet " Latifa was read, but not a single boy had an idea regarding its meaning. "Three boys had a sufficient knowledge of Hindustáni Grammar to point " out rather inaccurately the verbs and nouns occurring in a lesson in " the Tálim Náma. A compound short division sum was regarded hope- "lessly by the whole class, and their knowledge of geography was about " on a par with their other attainments."

Number of Pupils	...	40
„ Classes	...	2
„ Teachers	...	2

70. The Head Master had spent nine months in Bangalore under training in the Normal School. On his return to Toomkoor at the expiration of that term I was much disappointed to find that he had received no training in school management, one of the chief objects of his journey. Efforts will be made through Mr. Birch, the Head Master of the Anglo-vernacular school, to give the Hindustáni master opportunities of improving himself.

HOBLI SCHOOLS.

71. By the end of January I had inspected over ninety per cent of the hóbli schools by assembling them at different points in each talook that I passed through. From three to six schools were thus examined together. I found the hóbli masters rather anxious than otherwise to bring their boys to the appointed centres of examination. Many schools came 12 and even 15 miles, the little boys riding on ponies, bullocks or in carts, each one with his little bundle of books, &c., rolled up in a cloth or secured in a bag. The village Patél and some of the boys' friends generally accompanied them.

72. This plan I found to possess many advantages ; 1. I saw more schools than it would be possible for me to see by any other plan. 2. The masters had the opportunity which all seem to value of a personal interview with the Inspector. 3. Each master also had an opportunity of observing the method of instruction in other schools and of comparing results. 4. A spirit of emulation was excited between the boys of the different schools thus brought into contact ; and lastly, the proceedings appeared to afford much gratification to the villagers who witnessed them.

73. Kadoor was the only District where the masters seemed tardy in falling in with the scheme.

74. Toomkoor District has now its full complement of schools, *viz.*, 57. In shimoga District there are 32 schools and 8 vacancies. Chituldroog District numbers 34 schools, and 15 more are required ; in Kadoor District 36 schools are in operation, 16 more will complete the full number. Altogether the number of hóblís to be supplied is only 39, and this may be accomplished in about six months.

75. Each Sub-Deputy Inspector keeps a diary and forwards to this office every month with his inspection report a statement shewing the

amount of inspection and other work performed and the distances travel led, &c. The schools are all visited once every four months.

76. The condition of the Shimoga District schools reflects great credit on the Sub-Deputy Inspector Rámáchári. He has been upwards of three years in the Malnád and requests to be transferred to Kolár, Mysore or some other Maidán district. His request deserves consideration.

77. The Chituldroog Sub-Deputy Inspector has worked very hard and given me much satisfaction. The Toomkoor District schools which were not in a good state, when the present Sub-Deputy Inspector took charge of them, are now equal to any.

SHIMOGA DISTRICT.

No.	Hóbli.	Village.	No of Pupils in each Class.					Total No. of Pupils.	No. of Masters.	REMARKS.
			I.	II.	III	IV.	V.			
		SHIMOGA TALOOK.								
1	Holehonnúru ...	Sanyási Kodamaggi. ...	...	6	15	4	1	26	2	
2	Anavéri ...	Maidolalu ...	...	...	16	19	15	50	1	
3	Kúdli ...	Pillengere ...	...	3	7	10	11	31	1	
4	Harramagatti ...	Sutakóte ...	...	...	6	9	11	26	1	
5	Benkipura ...	Benkipura ...	...	...	2	5	13	20	1	
6	Gajanúru ...	Gajanúru ...	...	...	7	6	5	18	1	
7	Holalúru ...	Hanasavádi ...	...	...	10	9	16	35	1	
8	Kúdlikere ...	Arikere ...	...	...	...	9	17	26	1	
9	Shimoga ...	Mondli ...	...	...	...	13	27	40	1	
		CHENNAGIRI TALOOK.								
10	Nallúru ...	Nallúru ...	...	4	5	7	4	20	1	
11	Dévarhalli ...	Dévarhalli ...	..	1	7	8	7	23	1	
12	Hodigere ...	Hodigere ...	...	3	15	5	9	30	1	
13	Rájagondanahalli...	Pondómatti ...	...	...	16	8	7	31	1	
14	Kogalúru ...	Kogalúru ...	..	...	...	...	10	10	1	
15	Chennagiri ...	Mudigere ...	...	...	...	...	10	10	1	
		KAVALEDURGA TALOOK.								
16	Malúru ...	Mahishi ...	...	...	...	...	19	8	27	1

No.	Hóbli.	Village.	No. of Pupils in each Class.					Total No. of Pupils.	No. of Masters.	Remarks.
			I.	II.	III.	IV.	V.			
		Honnali Talook.								
17	Honnáli	Honnáli	...	...	16	17	17	50	1	
18	Kumsi	Kumsi	...	...	8	10	9	27	1	
19	Chélúru	Chélúru	...	...	...	10	11	21	1	
20	Hornahalli	Hornahalli	...	...	...	...	11	11	1	
		Shikaripura Talook.								
21	Udagani	Udagani	...	...	...	10	12	16	38	1
22	Belagávi	Mallúru	...	...	2	5	8	11	26	1
		Soraba Talook.								
23	Soraba	Muttuguppe	...	...	7	6	6	5	24	1
24	Kyásanúru	Nisrani	...	...	...	16	6	4	26	1
25	Tavanandi	Kerehalli	...	...	...	6	10	4	20	1
26	Anavatti	Anavatti	...	...	12	26	23	27	88	1
		Sagara Talook.								
27	Keladi	Keladi	...	...	5	8	6	4	23	1
28	Shiravante	Baradavalli	...	...	...	6	10	3	19	1
29	Talaguppe	Talaguppe	...	...	...	3	8	7	18	1
30	Tadagalale	Tadagalale	...	...	...	...	...	10	10	1
		Anantapura Talook.								
31	Chóradi	Chóradi	...	...	..	3	3	9	15	1
32	Agrahára	Tagarti	...	...	...	..	3	11	14	1

78. *Shimoga Talook.*—I personally examined the pupils of all the schools of this talook, which contains some of the best of our village schools. *Pillengere* has a good school-house provided by the villagers, who have also furnished it with a table, chairs and some benches, which give it the appearance of a talook school. In attainments it is superior to many talook schools. *Maidolalu* has upwards of 50 boys—a large number for a Malnád village school. *Benkipura* had upwards of 60 boys, but no proper accommodation has been provided and an unfortunate mis-

understanding between some of the leading inhabitants has hitherto frustrated all attempts to come to an arrangement.

79. *Chennagiri Talook.*—The school at *Nallúru* may be considered the best in this talook. *Hodigere* comes next in proficiency and has an attendance of 30 boys. *Dèvarahalli* and *Pondòmatti* both deserve mention.

80. *Kávaledurga Talook* is almost all dense forest and has at present only one school, *viz.*, at *Mahishi*, which is in a very creditable condition.

81. *Honnáli Talook.*—A very good school of 50 boys is in operation at *Honnáli*. When I visited the place, the school-house was crowded with visitors who all seemed greatly interested. *Kumsi*, on the high road from Shimoga to Gairsoppa Falls, is a very important place, but the master is not altogether to the taste of the people. When a change can be effected a flourishing school may be expected.

82. *Shikáripura Talook* has only two schools, *viz.* at *Udagani* and *Mallúru*, neither of which call for special remark.

83. *Soraba* the most northerly of the Malnád talooks has four schools, all in a very efficient state. *Anavatti* has an attendance of 88 pupils and would probably have more if the master had an assistant. *Muttuguppe* and *Nisrani* are not so strong in numbers, but their condition gave me great satisfaction. *Kerehalli* is also doing well and is popular.

84. *Ságara Talook* all forest, has 4 schools with which I had every reason to be satisfied, except with one at *Shiravante* since removed to *Tadagalale*. I have not visited *Ságara* Talook since the removal, but the Sub-Deputy Inspector's reports are satisfactory.

85. *Anantapura Talook* has only two schools at present. *Chóradi* is a favorable place for a school, but the master, a Maidán man, seems very home-sick, and depressed. *Tagarti* school is doing well.

Kadoor District.

No.	Hóbli.	Village.	No. of Pupils in each Class.					Total No. of Pupils.	No. of Masters.	Remarks.
			I.	II.	III.	IV.	V.			
		Chikkamagaluru Taluk.								
1	Basavanahalli ...	Basavanahalli ...	...	...	6	8	10	24	1	
2	Hiremagalúru ...	Dandarmukki ...	...	...	5	8	20	33	1	
3	Lakya ...	Lakya ...	...	...	6	8	15	29	1	
4	Malalúru ...	Malalúru ...	...	4	6	5	12	27	1	
5	Belavádi ...	Belavádi ...	...	...	4	8	4	16	1	
6	Karagatta ...	Karagatta ...	...	...	4	6	17	27	1	
7	Mattavara ...	Mugatihalli ...	...	...	8	3	7	18	1	
8	Kenkere ...	Bilékalhalli ...	...	...	7	6	20	33	1	
9	Morle ...	Morle ...	...	...	...	4	8	12	1	
10	Hullékere ...	Hullékere ...	...	...	...	11	24	35	1	
11	Kalasapura ...	Ishvarahalli ...	...	...	...	...	15	15	1	
		Wastara Taluk.								
12	Wastára ...	Kúdavalli ...	...	...	4	6	7	17	1	
13	Bidarahadu ...	Chikkamagaravalli ...	..	..	2	13	3	18	1	
14	Mélabangádi ...	Jávali ...	...	...	...	4	8	12	1	
15	Kalasa ...	Kalasa ...	...	...	...	5	7	12	1	
		Koppa Taluk.								
16	Hariharapura ...	Hariharapura ...	...	...	6	8	6	20	1	
17	Koppa ...	Koppa ...	...	...	2	6	4	12	1	
18	Bandigadipura ...	Bandigadipura ...	...	...	...	...	...	...	...	
19	Bágunji ...	Bágunji ...	...	..	...	...	15	15	1	
		Tarikere Taluk.								
20	Taríkere ...	Lingadahalli ...	...	...	6	6	4	16	1	
21	Ajjampura ...	Ajjampura ...	...	6	8	16	33	63	1	
22	Doranahálu ...	Doranahálu ...	...	...	7	7	16	30	1	
23	Sivane ...	Sivane ...	...	...	6	6	8	20	1	
24	Kúdlúru ...	Kúdlúru ...	...	...	6	5	19	30	1	
25	Távarékere ...	Távarékere ...	..	...	6	5	19	30	1	
26	Chilanahalli ...	Chilanahalli ...	..	...	...	...	9	9	1	

No.	Hóbli.	Village.	No. of Pupils in each Class.					Total No. of Pupils.	No. of Masters.	Remarks.
			I.	II.	III.	IV.	V.			
		Kadoor Talook.								
27	Patnagere ...	Sarasvatipura ...	...	...	...	8	5	13	1	
28	Bramhasamudra ...	Bramhasamudra ...	...	3	6	6	1	16	1	
29	Nidagatta ...	Nidagatta ...	...	2	8	4	11	25	1	
30	Yegati ...	Yegati ...	...	...	...	...	10	10	1	
		Banavara Talook.								
31	Belagúru ...	Belagúru ...	...	...	4	3	3	12	1	
32	Jámagallu ...	Jámagallu ...	...	...	3	5	4	10	1	
33	Dévanúru ...	Dévanúru ...	...	...	...	4	9	13	1	
34	Bendikere ...	Bendikere ...	...	...	...	...	12	12	1	
35	Arikere ...	Arikere ...	...	...	...	...	10	10	1	
		Lakkuvalli Talook.								
36	Lakkuválli ...	Lakkuvalli ...	...	...	6	6	4	16	1	

86. *Chikkamagalúru Talook.*—The schools at *Basavanahalli* and *Malalúru* both deserve prominent mention. *Lakya* school shewed signs of neglect. The master, a Maidán man, seemed dissatisfied and careless. The people at *Morale* objected to the teacher that had been sent them, and I removed him.

87. *Wastára Talook* has presented many difficulties on account of its climate and isolated situation. There are four schools in operation, but their condition is not very promising. *Kalasa* formerly received a small grant-in-aid of Rs. 4—8—0 a month, but the existence of the school was little more than nominal; the grant was therefore withdrawn and a trained master appointed to open a hóbli school instead.

88. *Koppa Talook* is sometimes referred to as the "Malnád of Malnáds." Four schools were in operation until recently, when the one at *Hariharapura* had to be closed under very painful circumstances. A little boy who accompanied his brother to school was murdered, it is supposed, for the sake of his jewellery. The other children were all with-

drawn by their parents, and a feeling of alarm disseminated that will require time to become eradicated. *Bandigadipura* also had to be closed almost as soon as it was opened. In the absence of any other master a Maidán man who volunteered was appointed, but in a very short time he threw up his post and made all haste out of the Malnád. *Koppa* is a small school, but is doing fairly. *Bágunji* has only been about two months in operation.

89. *Tarikere Talook.*—*Ajjampura* has a flourishing school of 63 boys under a very active master. It greatly needs another teacher. *Lingadahalli* school has not got on well and is to be removed to another village. *Doranahálu* master did not give me entire satisfaction. The other four schools have been recently opened.

90. *Kadoor Talook.*—*Bramhasamudra* school though comparatively a small one is well conducted. *Yegati* is a new school. *Nidagatta* and *Saraswatipura* do not call for special remark.

91. *Bánawára Talook* has five schools, two of which have only been established a few weeks. The condition of the others is fair.

92. *Lakkuvalli Talook* has only one school which is getting on well.

CHITULDROOG DISTRICT.

No.	Hóbli.	Village.	No. of Pupils in each Class.					Total No. of Pupils.	No. of Masters.	Remarks.
			I.	II.	III.	IV.	V.			
	CHITULDROOG TALOOK.									
1	Siddappanahalli ...	Siddappanahalli ...	...	...	9	13	35	57	1	
2	Chituldroog ...	Rangappanahalli ...	...	4	4	3	6	17	1	
3	Tálya ...	Tálya ...	...	5	7	15	18	45	1	
4	Chitrahalli ...	Gudabanahál ...	...	5	6	2	3	16	1	
5	Kyásapura ...	Jánakonda ...	...	...	...	...	15	15	1	
6	Turavanúru ...	Turavanúru ...	...	6	4	10	17	37	1	

No.	Hóbli.	Village.	No. of Pupils in each Class.					Total No. of Pupils.	No. of Masters.	Remarks.
			I.	II.	III.	IV.	V.			
		Hosadurga Talook.								
7	Bágúru ...	Bágúru ...	...	17	16	4	19	56	2	
8	Hosadurga ...	Kugavalli ...	...	...	4	6	10	20	1	
9	Rámagiri ...	Rámagiri ...	...	...	...	...	19	19	1	
10	Holalkere ...	Holalkere ...	...	...	...	21	37	58	1	
11	Jávakallu ...	Jávakallu ...	...	...	...	...	25	25	1	
		Harihara Talook.								
12	Kondajji ...	Báti ...	...	...	8	6	5	9	1	
		Davanagere Talook.								
13	Dávanagere ...	Bétúru ...	...	...	7	10	12	29	1	
14	Anaji ...	Anaji ...	...	...	...	4	6	10	1	
		Dodderi Talook.								
15	Náyakanahatti ...	Náyakanahatti ...	...	...	10	12	7	29	1	
16	Jájúru ...	Wóblápura ...	...	...	...	...	25	25	1	
17	Talaku ...	Talaku ...	...	...	...	...	10	10	1	
		Molakalumuru Talook.								
18	Molakálumuru ...	Bomagondanakere. ...	...	...	...	17	13	30	1	
19	Siddápura ...	Siddápura ...	...	...	...	...	25	25	1	
		Pavagada Talook.								
20	Mugadálbetta ...	Arsíkere ...	...	6	5	4	5	20	1	
21	Pávagada ...	Kannamédi ...	...	...	5	7	6	18	1	
22	Rácherlu ...	Rácherlu ...	...	...	...	...	10	10	1	
23	Ponnasamudra ...	Palavalli ...	...	...	...	...	10	10	1	
24	Gummagatta ...	Gummagatta ...	...	...	...	...	12	12	1	
25	Nidagallu ...	Nidagallu ...	...	...	...	...	10	10	1	
		Hiriyuru Talook.								
26	Aimangala ...	Harati ...	...	...	...	10	4	14	1	
27	Mottódu ...	Mottódu ...	...	...	...	...	40	40	1	
28	Dharmápura ...	Areyebbe ...	...	...	...	...	10	10	1	
29	Javagondanahalli ...	Kódihalli ...	...	...	...	...	12	12	1	

No.	Hóbli.	Village.	No. of Pupils in each Class.					Total No. of Pupils.	No. of Masters	Remarks.
			I.	II.	III.	IV.	V.			
	Budihalu Talook.									
30	Búdihálu ...	Heggere ...	...	...	9	9	7	25	1	
31	Kandikere ...	Kandikere ...	...	...	...	6	13	19	1	
32	Timmanahalli ...	Timmanahalli ...	...	...	...	13	2	15	1	
33	Muddinahalli ...	Navale ...	...	...	...	...	12	12	1	
34	Huliyára ..	Yelanádu ...	...	...	...	...	12	12	1	

93. *Chituldroog Talook.*—There are six schools in this talook, which are all getting on well. I was most pleased with *Turavanúru*, *Gudabánahá* and *Rangappanhalli.*

94. *Hosadurga Talook* has one of the best hóbli schools I have seen, *viz.*, at *Bágúru.* It had 64 pupils. The second class comprising 12 boys was considerably in advance of most Kanarese schools in this part of the country. The master has since been promoted to the charge of the talook school at Harihara. *Rámagiri* and *Jávakallu* are both new schools. *Holalkere* is a very popular school, with an attendance of over 50 boys. The master, an intelligent old Lingáyet, has been a teacher in the town for many years and is much respected. He is a good specimen of the class of men it is desirable to secure for such posts.

Kuguvalli is in the charge of a young man who was dux in one of the talook schools. The school seems popular.

95. *Harihara Talook.*—*Bati* is the only village where a school has been opened. The master is an excellent teacher, and the school is doing well.

96. *Dávanagere Talook.*—Only two schools have been established as yet. The one at *Bétúru* is a very good school. *Anaji* school is fair.

97. *Doddéri Talook* has been supplied with three schools. *Náyakanhatti* does credit to its teacher. *Wábalápura* and *Talak* have both made

98. *Molukálumúru Talook* had no schools until a few months ago, when two were established, *viz.*, at *Bommagaudanakere* and *Siddápura*.

99. *Pávagada Talook.*—Of the six schools in operation four are of very recent date. The old ones at *Arsikere* and *Kanumédi* are both in an efficient state.

100. *Hiriyúru Talook* has four schools. The one at *Mattódu* with 40 pupils is the largest. *Harati* school master, a man from a distance, was dissatisfied and eventually resigned. *Areyebbe* and *Kódihalli* have not yet been inspected.

101. *Búdihálu Talook.*—Of the 5 schools of this talook the one at *Heggere* is the best. *Kandikere* was kept back for want of a proper supply of books. *Timmanahalli* acquitted itself well when I examined it. *Navale* and *Yelanádu* are new.

TOOMKOOR DISTRICT.

No.	Hóbli.	Village.	No. of Pupils in each Class.					Total No. of Pupils.	No. of Masters.	Remarks.
			I.	II.	III.	IV.	V.			
	TOOMKOOR TALOOK.									
1	Toomkoor.	Arikere	...	1	5	7	9	22	1	
2	Gúlúru	Kaidála	...	2	4	7	3	16	1	
3	Honnudike	Honnudike	...	4	4	6	23	37	1	
4	Dévaráyadurga	Vuradagere	...	4	6	11	8	29	1	
5	Kora	Kestúru	...	...	10	4	23	37	1	
6	Bellávi	Bellávi	...	1	8	15	26	50	2	
7	Chélúru	Bidare	...	5	2	12	9	28	1	
	KORATAGERE TALOOK.									
8	Koratagere	Woddagere	...	...	...	...	8	12	20	1
9	Chennaráyadurga	Beladára	...	...	...	3	10	17	30	1
10	Totlakere	Totlakere	...	...	5	7	10	20	43	1
11	Tóvinakere	Tóvinakere	...	...	...	...	4	4	8	1
12	Holavanahalli	Holavanahalli	...	...	...	2	20	44	66	1
13	Tiradálu	Tiradálu	...	...	...	7	18	13	38	1
14	Kólála	Kólála	...	...	...	2	16	12	30	1

No.	Hóbli.	Village.	No. of Pupils in each Class.					Total No. of Pupils.	No. of Masters.	Remarks.
			I.	II.	III.	IV.	V.			
	Chikkanayakanahalli Talook.									
15	Chikkanáyakanahalli	Shettikere ...	...	...	...	5	10	15	1	
16	Kibbanahalli ...	Gódékere ...	...	...	...	10	11	21	1	
17	Nittúru ...	Múganáyakanakóte ...	...	...	...	14	12	26	1	
18	Hágalavádi ...	Hágalavádi ...	...	7	11	23	20	61	2	
	Maddagiri Talook.									
19	Havéli ...	Ganjalagunte ...	...	2	8	8	10	28	1	
20	Puravara ...	Puravara ...	...	4	10	10	8	32	1	
21	Kodigéhalli ...	Kodigéhalli ...	...	...	3	10	23	36	1	
22	Itikadibbanahalli ...	Itikadibbanahalli ...	...	3	3	11	4	31	1	
23	Doddéri ...	Doddéri ...	...	4	7	6	10	27	1	
24	Midigési ...	Bedatúru ...	...	..	...	4	9	13	1	
25	Teriyúru ...	Kadagattúru ...	...	...	6	7	12	25	1	
26	Hampasandra ...	Idagúru ...	...	...	6	7	12	25	1	
27	Rantavalalu ...	Rantavalalu ...	...	...	...	6	8	14	1	
	Sira Talook.									
28	Sírá ...	Gúla ...	...	2	5	17	3	27	1	
29	Baragúru ...	Madalúru ...	...	...	...	10	19	29	1	
30	Hulikunte ...	Chengavára ...	...	...	4	4	15	23	1	
31	Nadúru ...	Hosúru ...	...	2	10	10	8	40	2	
32	Bukkapatna ...	Karéhalli ...	...	...	5	5	10	20	1	
33	Agrahára ...	Kuntagondanahalli ...	...	...	...	5	14	19	1	
34	Kallambelle ...	Chikkanahalli ...	...	3	15	11	19	48	1	
	Honnavalli Talook.									
35	Honnavalli ...	Balavanérlu ...	...	...	...	11	19	30	1	
36	Hálkudike ...	Sartavalli ...	...	...	...	10	9	19	1	
37	Hádalkere ...	Hádalkere ...	...	...	...	11	9	20	1	
38	Tipatúru ...	Mádihalli ...	...	...	...	8	8	12	28	1
	Turivekere Talook.									
39	Turivékere ...	Muniyanúru ...	...	...	...	2	6	10	18	1
40	Nonavinakere ...	Nonavinakere ...	...	...	...	7	12	11	30	1
41	Híchanúru ...	Híchanúru ...	...	...	...	6	11	7	24	1
42	Dandinasivara ...	Dandinasivara ...	...	...	4	5	10	9	28	1
43	Dabbighatta ...	Dabbighatta ...	...	...	...	...	11	9	20	1

No.	Hóbli.	Village.	No. of Pupils in each Class.					Total No. of Pupils.	No. of Masters.	Remarks.
			I.	II.	III.	IV.	V.			
	Kadaba Talook.									
44	Gubbi	Ariyúru	...	2	7	5	6	20	1	
45	Máyisandra	Máyisandra	...	...	5	10	7	22	1	
46	Kallúru	Sampige	...	...	...	7	8	15	1	
47	Kadaba	Koppa	...	...	,,	...	6	6	1	
	Kunigallu Talook.									
48	Kunigallu	Hirúru	...	...	3	2	14	19	1	
49	Yediyúru	Yediyúru	...	...	8	10	15	33	1	
50	Chittanahalli	Chittanahalli	...	...	9	13	18	40	1	
51	Kottakere	Kottakere	...	...	4	5	9	18	1	
52	Hebbúru	Tarúru	...	...	4	7	6	17	1	
	Huliyurdurga Talook.									
53	Huliyúrdurga	Mávattúru	...	...	6	4	6	16	1	
54	Hutridurga	Yeliyúru	...	5	10	8	5	28	1	
55	Byádarahalli	Byádarahalli	...	...	...	8	7	15	1	
56	Koppa	Koppa	...	...	...	12	8	20	1	
57	Amurtúru	Amurtúru	...	...	...	13	7	20	1	

102. Toomkoor district has 57 hóblís, all of which are now furnished with schools.

103. *Toomkoor Talook.*—All the schools in this talook have a second class, except *Kestúru.*

Bellávi.—A busy thriving village; has a well-conducted school of 50 pupils. At *Vurdagere* the master works steadily and is popular. The people have built a new school-house during the year. *Honnudike* is another large village, where the school gets on well. The other places in the talook are of less importance, but in all the schools are making good progress.

104. *Koratagere Talook.*—In this talook *Totlakere* school stands first, this and the one at *Holavanahalli* are quite as efficient as the talook

school. *Tóvinakere* is the only one that fails to make good progress and may become necessary to dismiss.

105. *Chikkanáyakanahalli Talook.*—There is a very superior school at *Hágalaváḍi* with 61 boys in attendance. The other three are in an efficient state.

106. *Maddagiri Talook.*—There are several important places in this talook, where the schools are in a flourishing condition. At *Puruvara* there is an excellent school under a very able teacher.

Itakadibbanahalli, *Ganjalagunte* and *Doddéri* are all superior schools of their kind. Elementary education throughout this talook is in a very satisfactory state, except in the hóblís of *Midagési* and *Rantavalalu*, but even there progress is perceptible.

107. *Sirá Talook.—Hósúru* was one of the first hóbli schools established and has always been efficient. *Chikkanahalli* is also one of the earlier schools. It has an attendance of between 50 and 60 boys, but fully three-fourths of these come from a neighbouring village which did not at first contribute so many pupils. The distance is not more than half a mile, but a request has been made with the consent of the Chikkanahalli people for the transfer of the school to Halakúru. *Gúla* school also is a good one. The others are all in fair condition.

108. *Turivékere Talook.—Nonavinakere*, formerly a talook kasabá, is a wealthy town. The school there is a good one and well supported by the people. *Dandinasivara* has made great progress during the year. *Muniyanúru* and *Hichanúru* are rather small villages, and the school at *Dabbagatta* is a new one.

109. *Kadaba Talook* has only 4 hóblís. *Gubbi*, the head quarters of the talook, is supplied with an old established Mission school, which receives a grant-in-aid; the hóbli school was therefore established at *Ariyúru* and is doing well. *Sampige* is a rather small village, but it was selected instead of *Kallúru*, the kasabá, for the same reason that *Ariyúru* was preferred to Gubbi. *Koppa* was on similar grounds preferred to *Kadaba*, the latter having a school of about 20 years standing endowed by the late Annájaiya, a Brahman of property. It is deserving of Government support. Although none of the hóbli schools of this talook

are very prominent, it will be seen that the actual number of schools is rather above the average, and all are doing fairly.

110. *Kunigallu Talook.*—When passing through this talook early in the year I found great difficulty in assembling the schools on account of a panic caused by a belief that medicated powder (*manka búdi*) was being carried about and administered by agents appointed to kidnap children. *Chittanahalli*, one of the best schools with 40 pupils, was totally deserted for some time. *Yediyúru*, a village on the Kunigallu-Hassan road, bids fair to become a good school. *Herúru*, *Kottakere*, and *Tarúru* are all in good hands.

111. *Huliyúrdurga Talook.*—At *Yeliyúru* there is a particularly good school. *Mávatúru* school is attended almost exclusively by ryot boys and is always well reported on. *Amurtúru* is a large place. The school there has very recently been opened, but should, become an important one. *Byádarahalli* and *Koppa* have made a good beginning.

TRAINING SCHOOLS FOR HOBLI MASTERS.

112. Two training schools have been in operation during the year, one in the Kadoor and the other in the Toomkoor District.

113.—*The Nagar Division Training School* was conducted at Adjampura in the Tarikere Talook from the beginning of the year until the month of September, when an examination was held. Out of 17 candidates who had been under training, 13 received appointments, *viz.*, 7 in the Kadoor, 3 in the Chituldroog, and 3 in the Shimoga District. The school has since been transferred to Dávanagere for the benefit of the talooks to the north of the Chituldroog District.

114. Applications for employment in the Malnád are becoming more common than hitherto, but two-thirds of the applicants are natives of distant Maidán talooks, and although they, as a rule, are men of superior attainments to the indigenous teachers to be found in the Nagar Division, the attempts that have been made to utilize their services in the Malnád have not generally been successful. I do not therefore advocate their admission in future, into the training schools, though their exclusion may make the numerical results appear small. Men of this description when admitted into the training school pledge themselves to proceed to certain talooks, but directly the results of a certificate exami-

nation are known, and appointments are offered them, they hesitate about going to a distance. It is not unusual for a newly appointed master's courage to break down at the difficulties of the way; others penetrate the jungle and arrive at their new stations only to turn their backs on them within a few days; even those who are induced to remain, do so under protest and often beg to be allowed to resign.

115. Since the removal of the school to Dávanagere 14 candidates, all from that part of Chituldroog District, have been admitted and other applicants are expected.

116. *The Nandidroog Division Training School*, transferred to this Circle early in September, was established at Chikkanáyakanahalli, and before the end of March it furnished 42 masters—a number that was more than sufficient to supply all the remaining vacancies amongst the hóblís of the Toomkoor District. The surplus of passed candidates was chiefly distributed about the Chituldroog District, and the training school was removed to Chellakere, the head quarters of the Doddéri Talook. The nature of the training aimed at in these schools and the mode of examination have been fully described in previous reports.

117. Hóblís of other Districts being now supplied with schools, the machinery of the training schools may be concentrated upon the Malnád and those parts of Chituldroog, where, for reasons given in last year's report, the establishment of village schools necessarily progresses more slowly than in other parts of the Province.

GRANT-IN-AID SCHOOLS.

118. *Wesleyan Mission Orphan Boys' School, Toomkoor.*—The character of this school has been fully described in previous reports. All the inmates are destitute children. They are lodged, clothed, and instructed by the mission, the school premises being adjacent to the mission-house and under the eye of the resident missionary. The Kanarese language is made the chief medium of instruction, but Tamil and a little English are also taught.

Number of Pupils	...	16
„ „ Classes	...	2
„ „ Masters	...	2

119. The character of the instruction imparted seems to be regulated by the supposition that the boys will become artizans or domestic servants.

120. *Wesleyan Mission Fort Gate Boys' School, Toomkoor*, received Government aid from the beginning of 1871-72; but it has been in operation about three years. Most of the boys appear to belong to a poorer class than those attending the Government Kanarese school. Books are furnished at reduced rates, and children of very poor parents are not expected to pay the fee of one anna a month levied from the others. Almost all the boys could read and write to some extent. In the highest class the simple rules of arithmetic, a little geography and some easy Kanarese poetry had been studied. Both the masters seemed suitable men. The school answers the purpose for which it is intended.

Number of Pupils	...	68
„ Classes	...	3
„ Teachers	...	2

121. *Wesleyan Mission Kanarese School, Gúlúr*, was first opened about 14 years ago at the request of the people who subsequently contributed 150 Rs. towards the building of a new school-house, which was last year enlarged and improved by the mission. The school has been open to Government inspection for the last four or five years and obtained a monthly grant-in-aid of 10 Rs. early in 1871-72. It is a good specimen of an elementary Kanarese school and may rank with an average Government talook school.

Number of Pupils	...	70
„ Classes	...	3
„ Teachers	...	2

122. The following system of paying by results is adopted by the mission at Gúlúr and some other schools of the same class. The assistant master receives a fixed salary, but the Head Master receives as part of his pay 5 Rs., to which are added the proceeds of capitation fees at the following rates—for each boy of the 1st class, 4 annas a month; of the 2nd class, 3 annas; of the 3rd class, 2 annas; for the 4th or alphabet class, nothing. Promotions from one class to another are made once a month, when the school is visited by the missionary or by a native catechist.

123. *Wesleyan Mission School, Kyátsandra.*—Although this school has been several years in operation, it has not become so firmly established as most of the other mission schools to which Government aid has lately been extended. Private disputes between some of the leading towns people, the misconduct of one master and the inertness of another, have had a disturbing influence.

Number of Pupils	...	50
„ Classes	...	2
„ Teachers	...	2

124. *Wesleyan Mission Kanarese School, Kallúru.*—is conducted in part of a temple. The character of the school is very elementary, only about 6 boys being able to read from the First Book. The master explained that, owing to a want of funds previous to the receipt of Government aid, the school had been closed and the pupils dispersed. It had at the time of my visit been re-opened about five months. Most of the pupils belonged to the caste of weavers. The town is the largest in the hóbli, and the school may improve.

Number of Pupils	...	27
„ Classes	...	2
„ Teachers	...	1

125. *Wesleyan Mission Kanarese School, Hosahalli*, is a well conducted and apparently popular little school. About 12 boys were still learning to read. All the others could read ordinary Kanarese with tolerable fluency; understood arithmetic according to the English and Hindu methods as far as division; were familiar with the usual fractional tables; and could repeat, but without understanding, about 100 stanzas from the Amara Kósha.

Number of Pupils	...	32
„ Classes	...	3
„ Teachers	...	1

126. The master seemed an intelligent man, and his pupils included Brahmans, Lingáyets, Shettís, cultivators and others. Several people assembled during the examination and requested that an additional master might be appointed, a request that I commended to the notice of the missionary in charge of the school.

127. *Wesleyan Mission Kanarese School, Gubbi.*—About one-third of the pupils form an alphabet class. All the boys making up the other two-thirds can read to some extent. The most advanced boys, in addition to the usual reading, writing and arithmetic, have been taught a little geography and history.

Number of Pupils	...	64
„ Classes	...	4
„ Teachers	...	2

128. *Wesleyan Mission Kanarese School, Shimoga*, is attended chiefly by little boys and others not able to go to the Government school, which is rather more than a mile distant. The present Head Master was formerly the teacher of a private school in the same neighbourhood. The most advanced boys can read ordinary Kanarese intelligently, are able to write fairly and understand the operations of the simple rules of arithmetic. The lowest, an alphabet class,

Number of Pupils	...	50
„ Classes	...	3
„ Teachers	...	2

contains about 20 little boys. The school receives frequent visits from the missionary living in Shimoga.

HINDUSTANI MADRASAS.

129. There are only three Hindustáni schools receiving Government aid. As there is no Sub-Deputy Inspector of Hindustáni schools attached to this circle, I make a point of seeing these schools myself at least once in the year; quarterly inspections are also made by the District Hóbli Sub-Deputy Inspectors who know enough of Hindustáni to examine schools of the elementary character represented by these Madrasas.

130. *Kunigallu Madrasa* has disappointed my expectations. No attempts appear to have been made to remedy the defects pointed out to the master at various times. It may be found advisable to insist upon the master's attendance at the Bangalore Normal School for a few month's training.

Number of Pupils	...	28
„ Classes	...	2
„ Teachers	...	1

131. *Huliyúrdurga Madrasa*, which was last year mentioned unfavorably, exhibits a very fair degree of improvement. The boys of the highest class read ordinary Hindustáni with ease, write it with tolerable correctness and great neatness. Arithmetical operations as far as division are understood. The grammar (Rav Urdu Part,) had been carefully studied. In Persian a commencement had been made, a few pages of the Gulistan having been read. The master appears anxious to do his duty.

Number of Pupils	...	34
„ Classes	...	2
„ Teachers	...	1

132. *Honnáli Madrasa* is fairly well conducted. The Head Master is a clever and painstaking man. In the highest class the boys can read and write Hindustáni, and have a fair knowledge of arithmetic as far as proportion. A little Persian has been read, but without systematic study. If a more regular attendance could be secured, the progress would be more marked. The Honnáli Nawáb, as he is commonly styled, continues to superintend the general management of the school.

Number of Pupils	...	28
„ Classes	...	4
„ Teachers	...	2

GIRLS' SCHOOLS.

133. Last year there were two schools of this class receiving Government aid, *viz.*, the Hindu girls' school at Shimoga and the Wesleyan

Mission girls' school, Toomkoor. The former had for more than two years been conducted in a very feeble, inefficient manner. Several ineffectual efforts were made for its revival, but ultimately its existence became merely nominal, and the grant was withdrawn.

134. *Toomkoor Wesleyan Mission School* is the only girls' school enjoying Government assistance. It is now firmly established, and continues to maintain its efficiency and popularity. The highest class contains twenty girls who are able to read fluently from any Kanarese book of ordinary style, to write to dictation, some of them with remarkable neatness and accuracy, and to work sums according to the four simple rules. History of India and geography are also studied, but, as might be expected, their knowledge of these subjects is very elementary.

Number of Pupils	...	76
„ Classes	...	4
„ Teachers	...	4

135. Nineteen girls in the second class can read fairly from the Kanarese Second Book, add and subtract, and point out the general divisions in the map of India. The third class, of 15 girls, read the first Book, and the fourth or lowest class write in the sand. Needle work is taught to all but the very little girls.

136. The gradation of work, the selection of the masters, and general management of this school, indicate good judgment and systematic superintendence.

137. Subsequent to the establishment of this excellent school another was opened by the same agency during 1869 in the bazar of Toomkoor for the benefit of the trading classes. The latter institution has been strongly recommended to you by me for a Government grant-in-aid.

BUILDINGS.

138. No funds were available for the erection of any new school-houses during the year.

139. The school master's quarters at Shimoga, which were in a very dilapidated condition, have been put into good order.

140. The Kadoor school-house has been enclosed by a ditch and bank. Sundry trifling sums have been spent in matting and repairs at Pávagada, Nyámti, Sakrépatna and Kadoor.

CONCLUDING REMARKS.

141. *The absence of any rules* for promotion amongst school masters and for transfer after long residence in talooks far from Bangalore has been frequently the subject of remark for the last six years. It is very desirable that some plan should be determined on as much dissatisfaction is felt and expressed.

142. *Talook Masters in the Malnád.* As a rule, these men all come from the neighbourhood of Bangalore and naturally dislike service in the Malnád, not only on account of the separation from friends but also on account of the enhanced cost of living and the discomforts arising from the unhealthy nature of the climate.

143. The masters that find their way to the Malnád are generally inexperienced, and more active in trying to obtain a transfer than in their devotion to school work. Unfortunately many transfers have been unavoidable on account of frequent cases of illness. This state of things tends to produce amongst the Malnád people a want of confidence in "these Maidán men" (*Bail Shimeyavaru.*) It has frequently been recommended that a slightly higher rate of pay should be attached to places situated as described, and in a few instances this has been done with tolerable success. It will be found necessary either to extend this practice or to fill up all vacancies in future from natives of the Malnád Districts.

R. G. HODSON,
Inspector of Schools.

APPENDIX IV.

TABULAR STATEMENTS.

1. Government Schools, Higher and Middle Classes.
2. Do. Lower Class.
3. Do. Girls' Schools.
   Do. Special Schools.
4. Do. Hóbli Schools.
5. Grant-in-aid Schools, Higher and Middle Classes.
6. Do. Lower Class.
7. Do. Girls' Schools.
8. Abstract of Receipts and Charges in all Schools.
9. Abstract of Expenditure in Educational Department.

No.

INSTITUTIONS FOR

GOVERNMENT

Annual Return for the year

No.	Name of Institution.	Locality.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls monthly.	Average Number of Pupils attending daily.
				Hindu.	Mohammedans.	Others.	Total.		
	SUPERIOR ANGLO-VERNACULAR.								
	Higher Class.								
1	High School	Bangalore	1858	422	15	33	470	459	415
2	The Raja's School	Mysore	1833	217	8	9	234	227	192
3	District School	Hassan	1852	148	6	5	159	151	127
4	Do do	Tumkur	1852	107	5	4	116	103	91
5	Do do	Shimoga	1854	156	7	30	193	175	138
6	Do do	Chitaldroog	1861	100	3	6	109	91	85
7	Do do	Kolar	1863	49	1	...	70	70	65
		Total		1,219	45	87	1,351	1,267	1,111
	INFERIOR ANGLO-VERNACULAR.								
	Middle Class.								
1	Taluk School	Hunsoor	1861	32	1	2	35	30	27
2	Do do	Chennapatna	1862	35	6	...	37	24	32
3	Do do	Nursipura	1863	31	1	...	32	31	24
4	Do do	Chikka Ballapura	1864	57	3	...	60	61	47
5	Do do	Gundlupet	1869	32	...	...	32	30	27
6	Do do	Chikkanagallu	1862	45	...	5	50	40	46
7	Do do	Yelandur	1867	23	...	...	23	18	15
		Total		255	7	7	269	249	238

1.

GENERAL EDUCATION.

SCHOOLS.

ending 31*st March* 1871—72.

10 A	10 B	10 C	10 D	10 E	11	12	13	14	15	16
Number of Pupils on the Rolls studying in each language at the end of the year.					Monthly Rate or Rates of Schooling Fee.	Receipts during the year.				
English.	Kannada.	Hindustani.	Telugu.	Tamil.		From Government.	Friends of Education.	Local Rate or Assessment.	Subscriptions and Donations.	Fees, Fines, &c.
470	470	...	...	...	Re. 2 to 12 As.	17,442 15 7	...	...	...	4,248 2 0
234	234	...	...	...	8 As. to Re. 1½	9,265 0 6	...	...	...	1,881 0 0
159	159	...	...	...	3 „ to 5 As.	5,333 10 8	...	...	...	840 12 0
116	116	...	...	...	4 „ to 6 As.	3,810 7 7	...	...	...	409 10 0
193	193	...	...	...	do	5,623 0 6	...	...	...	557 14 0
109	109	...	...	...	3 „ to Re. 1.	3,419 15 11	...	...	...	310 6 0
70	70	...	...	...	4 Annas.	4,313 4 0	...	...	...	210 2 0
1,351	1,351	...	...	...	...	46,530 5 9	...	...	...	7,788 12 0
35	35	...	...	...	4 Annas.	1,234 6 0	...	...	...	106 8 0
37	37	...	...	...	2 to 4 Annas.	1,327 8 0	...	...	...	38 12 0
32	32	...	...	...	4 Annas.	982 14 0	...	...	...	45 8 0
60	60	...	...	...	4 Annas.	2,336 0 0	...	...	...	146 12 0
32	32	...	...	...	5 Annas.	586 0 0	...	...	...	99 11 0
50	50	...	...	...	4 to 10 Annas.	1,355 4 0	...	...	...	181 0 0
22	22	...	...	...	4 Annas.	...	534 2 3	...	...	70 4 0
268	268	...	...	...	...	7,734 0 0	534 2 3	...	...	713 7 0

No. 1.

No.	Name of Institution.	Locality.	17 Receipts during the year. (Continued) Sale of Books.	18 Other Sources.	19 Total.
	Superior Anglo-Vernacular.				
	Higher Class.				
1	High School ...	Bangalore ...			21,691 1 7
2	The Rája's School ...	Mysore ...			11,516 0 0
3	District School ...	Hassan ...			5,674 4 8
4	Do do ...	Toomkoor ...			3,220 1 2
5	Do do ...	Shimoga ...			3,982 14 0
6	Do do ...	Chitaldroog ...			5,736 5 11
7	Do do ...	Kolar ...			4,502 6 0
		Total ...			54,117 1 9
	Inferior Anglo-Vernacular.				
	Middle Class.				
1	Taluk School ...	Hunsúru ...			1,409 14 0
	Do do ...	Chennapatna ...			1,588 4 6
	Do do ...	Narasipura ...			1,031 6 6
	Do do ...	Chikka Ballápura ...			2,556 12 0
	Do do ...	Gaudlapéte ...			687 11 0
	Do do ...	Chiknáyakanhalli ...			1,534 4 0
	Do do ...	Yelandúru ...	38	2 0	642 8 3
		Total ...	38	2 0	9,039 11 3

Office of the Director of Public Instruction,

Bangalore, 12th June 1872.

(*Continued*)

20 Charges during the year. Current.	21 Extraordinary.	22 Total.	23 Difference. Excess of Receipts over Charges.	24 Excess of Charges over Receipts.	25 Annual Cost of educating each Pupil. Total Cost.	26 Cost to Government.	27 Remarks.
15,791 2 7	1,651 13 0	17,442 15 7	4,248 2 0	...	38 12 3	29 5 1	
9,204 0 0	181 0 0	9,385 0 0	1,901 0 0	...	41 5 8	32 13 3	
4,951 10 8	382 0 0	5,333 10 8	340 10 0	...	25 3 1	23 0 0	
2,805 1 7	5 6 0	2,810 7 7	409 10 0	...	27 4 6	23 4 11	
3,127 0 0	502 0 0	3,625 0 0	357 14 0	...	20 11 5	18 10 8	
3,419 15 11	... ...	3,419 15 11	310 6 0	...	37 9 3	34 2 8	
3,462 0 0	851 4 0	4,313 4 0	189 2 0	...	61 9 10	58 15 9	
42,756 14 9	3,573 7 0	46,330 5 9	7,786 12 0	...			
1,281 0 0	13 6 0	1,294 6 0	106 8 0	...	35 15 3	32 15 11	
1,068 8 6	259 0 0	1,327 8 6	58 12 0	...	55 5 0	52 13 10	
948 0 0	34 14 0	982 14 0	48 8 0	...	31 11 3	30 2 3	
2,200 0 0	... ...	2,200 0 0	148 12 0	...	36 3 1	33 12 1	
588 0 0	... ...	588 0 0	99 11 0	...	19 9 7	16 4 5	
1,353 4 0	... ...	1,353 4 0	181 0 0	...	27 9 10	23 14 9	
498 2 3	26 13 3	524 15 6	117 8 9	...	29 2 7	... ...	
7,944 14 3	334 1 3	8,278 15 6	760 11 9	...			

J. GARRETT,

Director of Public Instruction.

No.

INSTITUTIONS FOR

GOVERNMENT

Annual Return for the year

No.	District.	Name of Institution.	Locality.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls monthly.	Average Number of Pupils attending daily.
					Hindu.	Mahomedan.	Others.	Total.		
		Lower Class.								
		Kanarese.								
								NANDIDROOG		
1	BANGALORE.	Taluck School	Mâgadi	1858	90	...	...	90	72	54
2		Do	Dévanahalli ...	1864	32	...	...	32	32	21
3		Do	Chennapatna ...	1865	42	5	...	47	33	29
4		Do	Dalda Ballâpura ...	1866	75	2	...	77	74	70
5		Do	Hoskôte	1866	14	2	...	16	14	13
6		Do	Surjâpura	1867	46	8	...	54	52	50
7		Do	Yelahanka	1867	38	8	...	46	44	40
8		Do	Closepête	1869	50	4	16	70	65	52
9		Do	Nelsamgala	1869	60	13	...	73	70	65
10		Do	Kengéri	1870	32	...	...	32	31	30
11		Do	Kâmâkshipalli ...	1871	67	..	...	67	46	40
			Total		546	42	16	604	533	464
1	KOLAR.	Taluck School (*Telugu & Kanarese*).	Chintâmani ...	1863	60	6	...	66	49	45
2		Do	Mulbâgalu ...	1864	53	9	...	62	60	55
3		Do	Kolâr	1865	35	3	...	38	34	30
4		Do	Srînivâspura ...	1865	23	1	...	24	22	20
5		Do Telugu.	Chikka Ballâpura ...	1864	51	...	...	51	50	40
6		Do	Chikka Ballâpura ...	1871	30	...	...	30	27	24
7		Do	Sidlaghatta ...	1865	23	2	...	25	22	20
8		Do	Gôribidanûru ...	1867	22	4	...	26	25	20
9		Do	Narsâpura ...	1867	21	10	...	31	30	29
10		Do	Bâgépalli	1869	11	2	...	13	11	10
11		Do	Gudibanda	1869	33	7	...	38	24	22
12		Do	Bowringpêta ...	1870	28	2	...	30	28	24
			Total		386	46	...	432	380	339
1	TOOMKOOR.	Taluck School								
2		Do	Toomkur	1852	89	13	...	102	102	90
3		Do	Chikkanâyakanhalli ...	1863	35	...	...	35	28	25
4		Do	Maddagiri	1865	78	6	...	84	37	32
5		Do	Honnavalli ...	1868	29	...	...	29	24	20
6		Do	Sîra	1866	40	2	...	42	32	29
7		Do	Turivékere ...	1867	37	1	...	38	28	26
8		Do	Koratagere ...	1867	84	...	...	84	66	60
9		Do	Hulyûrdurga ...	1869	16	...	...	16	14	12
10		Do	Kunigalla	1870	23	1	...	24	23	21
			Total		431	23	...	454	354	315
			Grand Total		1,363	111	16	1,490	1,267	1,118

2.

GENERAL EDUCATION.

Schools.

ending 31*st March* 1871—72.

10 A.	10 B.	10 C.	10 D.	10 E.	11	12			13		14	
Number of Pupils on the Rolls studying in each language at the end of the year.					Monthly Rate or Rates of Schooling Fee.	Receipts during the year.						
English.	Kanarese.	Hindustani.	Telugu.	Tamil.		From Government.			Proceeds of Endowments.		Local Rate or Assessment.	
DIVISION.												
...	90	...	...	...	1 Anna.	417	0	0	...	...	...	...
...	32	...	...	...	do	324	0	0	...	...	...	...
...	47	...	...	...	do	276	0	0	...	...	...	...
...	77	...	...	...	do	715	3	4	...	...	...	...
...	16	...	...	...	do	455	0	0	...	...	...	...
...	54	...	...	...	do	512	0	0	...	...	...	...
...	46	...	...	...	do	432	0	0	...	...	...	...
...	70	...	...	...	do	384	0	0	...	...	...	...
...	73	...	...	...	do	391	12	4	...	...	...	...
...	32	...	...	...	do	288	0	0	...	...	...	...
...	67	...	...	...	do	124	8	0	...	...	...	...
...	604	...	...	...		4,325	2	8	...	...	...	...
...	68	...	30	..	1 Anna.	340	0	0	...	...	...	...
...	82	...	...	...	do	589	0	0	...	...	...	...
...	36	...	...	...	do	321	14	8	...	...	...	...
...	24	...	...	...	do	483	0	0	...	...	...	...
...	37	...	...	...	do	336	0	0	...	...	...	...
...	...	...	30	...	do	120	0	0	...	...	...	...
...	25	...	...	...	do	372	0	0	...	...	...	...
...	26	...	...	...	do	324	0	0	...	...	...	...
...	31	...	...	...	do	341	0	7	...	...	...	...
...	13	...	...	...	do	300	0	0	...	...	...	...
...	38	...	...	...	do	300	0	0	...	...	...	...
...	30	...	...	...	do	300	0	0	...	...	...	...
...	402	...	60	...		4,536	15	3	...	...	...	...
...	102	...	...	...	1 Anna.	564	0	0	...	...	...	...
...	35	...	...	...	do	264	0	0	...	...	...	...
...	84	...	...	...	do	420	10	0	...	...	...	...
...	29	...	...	...	do	264	0	0	...	...	...	...
...	42	...	...	...	do	336	0	0	...	...	...	...
...	38	...	...	...	do	294	2	0	...	...	...	...
...	84	...	...	...	do	360	0	0	...	...	...	...
...	16	...	...	...	do	265	2	7	...	...	...	...
...	24	...	...	...	do	292	2	9	...	...	...	...
...	454	...	...	...		3,000	1	4	...	...	...	...
...	1,460	...	60	...		11,732	3	3	...	...	...	...

No. 2

(Continued)

No.	District.	Name of Institution.	Locality.	15 Receipts during the year (Continued). Subscription, Donation, &c.	16 Fees, Fines, &c.	17 Sale of Books.	18 Other Sources.	19 Total.	20 Charges during the year. Current.	Extraordinary.	Total.	23 Difference. Excess of Receipts over Charges.	Excess of Charges over Receipts.	25 Annual Cost of educating each Pupil. Total Cost.	Cost to Government.	Remarks.
			NANDIDROOG DIVISION. (Contd.)													
		Lower Class. Existence.														
		Taluk School	Mâguli ...	36 10 0	...	...	...	453 10 0	417 0 0	...	417 0 0	36 10 0	...	5 12 6	5 4 6	
		Do	Dêvanahalli	9 7 3	...	...	...	333 7 3	324 0 0	...	324 0 0	9 7 3	...	10 2 0	9 13 3	
		Do	Chennapatna	31 9 0	...	...	...	307 9 0	276 0 0	...	276 0 0	31 9 0	...	8 5 9	7 6 6	
		Do	Dodda Ballâpura	54 4 0	...	...	...	769 3 4	669 3 4	46 0 0	715 3 4	54 4 0	...	9 10 7	8 14 10	
		Do	Hunâsête ...	10 8 0	...	...	...	465 8 0	420 0 0	35 0 0	455 0 0	10 8 0	...	32 8 0	31 12 6	
		Do	Sarjâpura ...	41 5 0	...	...	...	553 5 0	420 0 0	92 0 0	512 0 0	41 5 0	...	9 15 6	9 0 9	
		Do	Yelalanka	20 14 0	...	...	...	552 14 0	360 0 0	72 0 0	432 0 0	20 14 0	...	9 13 1	9 5 6	
		Do	Closepête ...	43 5 0	...	...	...	627 5 0	384 0 0	...	384 0 0	43 5 0	...	5 14 6	5 3 11	
		Do	Nelmangala	37 12 0	...	...	...	429 8 4	376 2 4	15 11 0	391 12 4	37 12 0	...	5 9 6	5 0 11	
		Do	Kengêri ...	24 0 0	...	...	...	312 0 0	288 0 0	...	288 0 0	24 0 0	...	9 4 7	8 8 3	
		Do	Kânakânahalli	10 13 0	...	...	...	133 5 0	120 0 0	4 8 0	124 8 0	10 13 0	...	2 11 3	2 7 6	
			Total.....	320 7 3	...	...	...	4,645 9 11	4,054 15 8	270 3 0	4,325 2 8	320 7 3	...			
		Taluk School (*Telugu & Kanarese*)	Chintâmani	38 6 0	...	...	...	378 6 0	340 0 0	...	340 0 0	38 6 0	...	11 0 3	10 5 7	
		Do	Mulabagalu	36 10 0	...	...	...	635 10 0	540 0 0	59 0 0	599 0 0	36 10 0	...	9 15 8	9 5 11	
		Do	Kolâr ...	27 1 0	...	...	...	348 13 8	276 0 0	45 14 8	321 14 8	27 1 0	...	9 8 11	8 11 11	
		Do	Srinivâspura	20 3 6	...	...	...	503 3 6	483 0 0	...	483 0 0	20 3 6	...	21 15 3	21 0 6	
		Do	Chikka Ballâpura	30 1 0	...	...	...	366 1 0	336 0 0	...	336 0 0	30 1 0	...	6 12 6	6 1 9	
		Do Telugu	Chikka Ballâpura	17 11 0	...	...	...	137 11 0	120 0 0	...	120 0 0	17 11 0	...	5 0 6	4 4 2	
		Do	Sidlaghatta	13 13 0	...	...	...	385 13 6	372 0 0	...	372 0 0	13 13 0	...	16 14 6	16 4 8	
		Do	Gûdibandâru	17 11 0	...	...	...	541 11 0	324 0 0	...	324 0 0	17 11 0	...	14 1 4	13 5 1	
		Do	Narsâpura	18 13 0	...	...	...	529 13 7	341 0 7	...	341 0 7	18 13 0	...	11 5 10	10 11 10	
		Do	Bâgêpalli ...	11 8 0	...	...	...	311 8 0	300 0 0	...	300 0 0	11 8 0	...	27 4 4	26 5 7	
		Do	Gudîbanda	9 15 0	...	...	...	309 15 0	300 0 0	...	300 0 0	9 15 0	...	12 8 0	12 1 4	
		Do	Bowringpête	27 5 0	...	...	...	327 5 0	300 0 0	...	300 0 0	27 5 0	...	10 11 5	9 14 8	
			Total.....	269 1 6	...	...	...	4,496 0 9	4,232 0 7	104 14 8	4,336 15 3	160 1 6	...			
		Taluk School	Toomkoor ...	77 13 0	...	...	...	641 13 0	564 0 0	...	564 0 0	77 13 0	...	5 8 5	4 12 2	
		Do	Chikkanâyakanahalli	22 12 0	...	...	...	286 12 0	264 0 0	...	264 0 0	22 12 0	...	9 6 10	8 11 0	
		Do	Madhugiri ...	28 7 0	...	...	...	459 1 0	418 8 0	12 2 0	430 10 0	28 7 0	...	11 10 2	10 13 11	
		Do	Honnavalli	15 15 0	...	...	...	279 15 0	264 0 0	...	264 0 0	15 15 0	...	11 0 0	10 5 4	
		Do	Sirâ ...	25 13 0	...	...	...	381 13 0	336 0 0	...	336 0 0	25 13 0	...	11 2 0	10 5 1	
		Do	Turiyûrru	13 3 0	...	...	...	307 3 0	264 0 0	30 12 0	294 12 0	13 3 0	...	10 8 1	10 0 6	
		Do	Koratagere	62 6 0	...	...	...	622 6 0	360 0 0	...	360 0 0	62 6 0	...	5 7 3	4 3 3	
		Do	Hulliyûrdurga	11 7 0	...	...	...	276 9 7	265 2 7	...	265 2 7	11 7 0	...	18 15 0	17 6 6	
		Do	Kunigallu ...	17 12 0	...	...	...	309 14 9	292 2 9	...	292 2 9	17 12 0	...	12 11 3	11 5 4	
			Total.....	275 8 0	...	...	...	3,365 9 4	3,047 13 4	42 4 0	3,090 1 4	275 8 0	...			
			Grand Total	865 0 9	...	...	...	12,617 4 0	11,334 13 7	417 5 8	11,752 3 3	865 0 9	...			

No. 2.

(*Continued.*)

No.	District.	Name of Institution.	Locality.	When established.	Number of Pupils on the Rolls at the end of the year. Hindús.	Mahomedans.	Others.	Total.	Average Number of Pupils on the Rolls monthly.	Average Number of Pupils attending daily.
		Lower Class (*Continued.*)								
		Kannada.						**ASHTAGRAM**		
1	Mysore.	Taluk School	Mysore	1855	181	6	...	187	158	124
2		Do	Nanjangúdu ...	1858	52	2	...	54	50	44
3		Do	Yelatoré	1858	64	6	...	70	67	64
4		Do	Narasípura (Talakádu)...	1868	50	...	...	50	45	40
5		Do	Mandya	1869	38	...	...	38	26	24
6		Do	Maddúra	1869	25	4	...	29	29	23
7		Do	Sargúru	1869	43	3	...	46	42	40
8		Do	Chámarájanagara ...	1869	32	...	...	32	30	28
9		Do	Gundlupéta ...	1869	30	...	...	30	28	25
10		Do	Malavalli	1870	50	9	...	59	54	42
11		Do	Huna úru	1861	19	1	...	20	18	15
12		Do	Seringapatam ...	1870	43	1	...	44	41	31
			Total...		627	32	...	659	598	500
1	Hassan.	Taluk School	Hassan	1871	23	...	...	23	23	17
2		Do	Sakaléspura ...	1843	20	...	...	20	20	20
3		Do	Belúru	1865	32	...	...	32	30	28
4		Do	Narasípura (Hole) ...	1864	45	3	...	48	44	40
5		Do	Arakalagúdu ...	1865	38	4	...	42	40	38
6		Do	Háranahalli ...	1868	35	1	...	36	34	29
7		Do	Nágamangala ...	1869	12	...	...	12	12	12
8		Do	Attikuppa	1869	38	2	...	40	38	36
9		Do	Nuggehalli ...	1870	19	1	...	20	18	16
10		Do	Alúru	1871	76	...	...	76	52	50
			Total...		338	11	...	349	311	286
			Grand Total...		965	43	...	1,008	909	786

10 A	10 B	10 C	10 D	10 E	11	12		13	14	15
Number of Pupils on the Rolls studying in each language at the end of the year.						Receipts during the year.				
English.	Kannada.	Hindustani.	Telugu.	Tamil.	Monthly Rate or Rates of schooling fee.	From Government.		Proceeds of Endowments.	Local Rate or Assessment.	Subscriptions, Donations, &c.
DIVISION.										
...	187	...	...	...	1 Anna.	744	0 0	...	...	...
...	54	...	...	...	do	480	0 0	...	...	...
...	70	...	...	...	do	300	0 0	...	...	...
...	50	...	...	...	do	294	0 0	...	...	...
...	38	...	...	...	do	300	0 0	...	...	...
...	29	...	...	...	do	264	0 0	...	...	...
...	46	...	...	...	do	235	8 9	...	...	...
...	32	...	...	...	do	291	13 7	...	...	...
...	30	...	...	...	do	180	0 0	...	...	...
...	59	...	...	...	do	300	0 0	...	...	...
...	20	...	...	...	do	143	6 0	...	...	...
...	44	...	...	...	do	298	1 7	...	...	...
...	659	...	...	...		3,060	13 11	...	...	...
...	23	...	...	...	1 Anna.	150	0 0	...	...	...
...	20	...	...	...	do	571	0 0	...	...	...
...	32	...	...	...	do	564	0 0	...	...	...
...	48	—	...	...	do	336	0 0	...	...	...
...	42	...	...	...	do	544	0 0	...	...	...
...	36	...	...	...	do	310	15 5	...	...	...
...	12	...	...	...	do	303	0 0	...	...	...
...	40	...	...	...	do	309	0 0	...	...	...
...	20	...	...	...	do	304	0 0	...	...	...
...	76	...	...	...	do	135	6 0	...	...	...
...	349	...	...	...		3,520	5 5	...	...	...
...	1,008	...	...	...		7,481	3 4	...	...	...

No. 2

(*Continued*)

No.	District.	Name of Institution.	Locality.	16	17	18	19	20	21	22	23	24	25	26	Remarks.
				Receipts during the year. (*Continued*)				Charges during the year.			Difference.		Annual Cost of educating each Pupil.		
				Fees Fines, &c.	Sale of Books.	Other Sources.	Total.	Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.	
		Lower Class (*Continued*)						ASHTAGRAM DIVISION. (*Continued*)							
		Kanarese.													
1	Mysore	Talook School ...	Mysore ...	115 13 0	...	...	859 13 0	744 0 0	...	744 0 0	115 13 0	...	4 11 4	3 15 7	
2	Do	Do ...	Nanjunagûdu	23 2 0	...	...	513 2 0	254 0 0	226 0 0	480 0 0	23 2 0	...	9 12 8	9 5 4	
3	Do	Do ...	Yedatore ...	27 12 0	...	...	327 12 0	300 0 0	...	300 0 0	27 12 0	...	4 7 7	4 1 3	
4	Do	Do ...	Narasipura (Talakâdu)	26 12 0	...	...	320 12 0	294 0 0	...	294 0 0	26 12 0	...	6 8 6	5 15 0	
5	Do	Do ...	Mandya ...	24 0 0	...	...	324 0 0	300 0 0	...	300 0 0	24 0 0	...	11 4 11	10 9 8	
6	Do	Do ...	Maddûru ...	19 2 0	...	...	283 2 0	264 0 0	...	264 0 0	19 2 0	...	9 1 7	8 7 1	
7	Do	Do ...	Sargûru ...	28 10 0	...	...	384 2 9	321 8 9	34 0 0	355 8 9	28 10 0	...	8 7 5	7 12 6	
8	Do	Do ...	Châmarâjanagara	20 7 0	...	...	312 4 7	285 15 7	5 14 0	291 13 7	20 7 0	...	9 11 7	9 0 8	
9	Do	Do ...	Gundlupête	18 14 0	...	...	198 14 0	180 0 0	...	180 0 0	18 14 0	...	6 6 10	5 12 0	
10	Do	Do ...	Mallavalli ...	38 5 0	...	...	338 5 0	300 0 0	...	300 0 0	38 5 0	...	5 8 10	4 13 6	
11	Do	Do ...	Hunsûru ...	7 12 0	...	...	157 2 0	135 0 0	8 6 0	143 6 0	7 12 0	...	7 14 10	7 8 6	
12	Do	Do ...	Seringapatam ...	30 14 0	...	...	328 15 7	298 1 7	...	298 1 7	30 14 0	...	7 4 4	6 8 4	
		Total.....		381 7 0	...	...	4,342 4 11	3,086 9 11	274 4 0	3,360 13 11	381 7 0	...			
1	Hassan	Talook School ...	Hassan ...	14 3 0	...	...	164 3 0	150 0 0	...	150 0 0	14 3 0	...	6 8 4	5 14 5	
2	Do	Do ...	Sakalêpura	15 7 0	...	...	586 7 0	261 0 0	310 0 0	571 0 0	15 7 0	...	28 8 9	27 12 5	
3	Do	Do ...	Bêlûru ...	25 2 0	...	...	589 2 0	564 0 0	...	564 0 0	25 2 0	...	18 12 9	17 15 10	
4	Do	Do ...	Naradpura (Hole)	28 6 0	...	...	364 6 0	336 0 0	...	336 0 0	28 6 0	...	7 10 2	6 15 10	
5	Do	Do ...	Arakalagûda ...	15 7 0	...	...	559 7 0	324 0 0	220 0 0	544 0 0	15 7 0	...	13 9 7	13 3 5	
6	Do	Do ...	Hâremahalli ...	19 14 0	...	...	330 13 5	310 15 5	...	310 15 5	19 14 0	...	9 2 4	8 8 11	
7	Do	Do ...	Nâgamangala ...	11 9 0	...	...	316 9 0	300 0 0	5 0 0	305 0 0	11 9 0	...	25 6 8	24 7 3	
8	Do	Do ...	Attikuppe.. ...	19 0 0	...	...	319 0 0	300 0 0	...	300 0 0	19 0 0	...	7 14 3	7 6 3	
9	Do	Do ...	Nuggehalli ...	16 8 0	...	...	320 8 0	300 0 0	4 0 0	304 0 0	16 8 0	...	17 6 9	15 15 6	
10	Do	Do ...	Alûru	3 13 0	...	...	139 5 0	120 0 0	15 6 0	135 6 0	3 13 0	...	2 5 8	2 3 5	
		Total.....		169 5 0	...	...	3,689 10 5	2,965 15 5	554 6 0	3,520 5 5	169 5 0	...			
		Grand Total.....		550 12 0	...	...	8,031 15 4	6,052 9 4	828 10 0	7,481 3 4	550 12 0	...			

No. 2

(*Continued.*)

No.	District.	1	2	3	4	5	6	7	8	9
		Name of Institution.	Locality.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls monthly.	Average Number of Pupils attending daily.
					Hindu.	Mahomedan.	Others.	Total.		
		Lower Class (*Continued*)								
		Kannarese.								
1	SHIMOGA.	Taluk School ...	Sagara ...	1865	44	6	...	50	46	33
2		Do	Shikaripura ...	1865	29	5	...	34	27	25
3		Do	Chennagiri ...	1866	57	1	...	58	53	32
4		Do	Holehonnuru ...	1867	50	...	...	50	48	40
5		Do	Sirsoogu ...	1854	61	...	...	61	60	37
6		Do	Nyámti ...	1869	68	...	...	68	62	60
7		Do	Sorába ...	1870	52	2	1	55	43	36
8		Do	Nagar ...	1870	32	2	...	34	28	23
9		Do	Hirihalli ...	1871	65	1	1	67	63	37
10		Do	Anandapura ...	1871	37	4	...	41	40	35
			Total.....	...	495	21	2	518	472	425
1	KADUR.	Taluk School ...	Bírúrú ...	1865	22	...	...	22	20	18
2		Do	Kadúr ...	1865	22	18	14	54	50	48
3		Do	Birúru ...	1867	24	...	...	24	22	20
4		Do	Tarikere ...	1867	40	...	...	40	38	37
5		Do	Chikkamagalúru ...	1865	19	1	...	20	17	15
6		Do	Sakrípatna ...	1869	35	...	...	35	34	28
7		Do	Yedehalli ...	1870	25	...	...	25	23	21
8		Do	Sringéri ...	1870	40	1	...	41	40	36
			Total.....	...	227	20	14	261	244	223
1	CHITTLEDROOG.	Taluk School ...	Chitaldroog ...	1865	52	3	...	55	37	32
2		Do	Hariyúra ...	1865	38	...	...	38	36	35
3		Do	Challakere ...	1870	19	17	4	40	39	35
4		Do	Hosadurga ...	1866	40	8	5	53	48	46
5		Do	Tóragalu ...	1866	35	5	...	40	34	32
6		Do	Dávanagere ...	1868	48	8	...	56	50	48
7		Do	Hulivára ...	1869	24	4	...	28	20	20
8		Do	Molakálmúru ...	1869	38	6	...	44	42	40
9		Do	Jagalúra ...	1869	32	...	...	32	28	19
10		Do	Hiriyúra ...	1870	21	...	...	21	16	14
			Total.....	...	347	51	9	407	349	313
			Grand Total.....	...	1,069	92	25	1,186	1,065	961
1		Hindustani School ...	Tarikeer ...	1863	...	45	...	45	44	37
2		Do	Mysore ...	1855	...	102	...	102	62	49
3		Do	Kolár ...	1865	1	61	...	62	60	58
4		Do	Chitaldroog ...	1867	...	28	...	28	27	21
5		Do	Chikka Ballápura ...	1871	...	43	...	43	43	28
			Total.....	...	1	279	...	280	236	193

10 A	10 B	10 C	10 D	10 E	11	12	13	14	15	16
Number of Pupils on the Rolls studying in each language at the end of the year.					Monthly Rate or Rates of Schooling Fee.	Receipts during the year.				
English.	Kannarese.	Hindustani.	Telugu.	Tamil.		From Government.	Proceeds of Endowments.	Local Rate or Assessment.	Subscription, Donation, &c.	Fees, Fines, &c.
DIVISION.										
...	50	...	...	...	1 Anna	420 0 0	...	...	...	51 6 0
...	54	...	...	...	do	445 12 0	...	...	...	23 8 0
...	38	...	...	...	do	453 0 0	...	...	...	40 15 0
...	50	...	...	...	do	414 6 0	...	...	...	32 12 0
...	61	...	...	...	do	321 8 0	...	...	...	39 9 0
...	68	...	...	...	do	336 3 5	...	...	...	62 3 0
...	52	...	...	...	do	315 12 0	...	...	...	30 11 0
...	34	...	...	...	do	316 11 11	...	...	...	23 13 0
...	67	...	...	...	do	143 5 4	...	...	...	18 12 0
...	41	...	...	...	do	145 1 6	...	...	...	11 4 0
...	516	...	...	...		3,311 12 2	...	...	...	312 8 0
...	22	...	...	...	1 Anna.	438 14 0	...	...	...	22 15 0
...	54	...	...	...	do	457 0 0	...	...	...	22 10 0
...	24	...	...	...	do	480 0 0	...	...	...	20 4 0
...	40	...	...	...	do	357 1 6	...	...	...	36 14 0
...	20	...	...	...	do	276 8 0	...	...	...	12 13 0
...	35	...	...	...	do	325 0 0	...	...	...	25 15 0
...	25	...	...	...	do	347 10 11	...	...	...	24 2 0
...	41	...	...	...	do	209 7 0	...	...	...	32 5 0
...	261	...	...	...		2,970 8 5	...	...	...	207 14 0
...	55	...	...	...	1 Anna	292 2 10	...	...	...	25 6 0
...	38	...	...	...	do	271 0 0	...	...	...	22 10 0
...	40	...	...	...	do	285 0 0	...	...	...	18 12 0
...	53	...	...	...	do	423 0 0	...	...	...	41 15 0
...	46	...	...	...	do	296 4 0	...	...	...	16 4 0
...	40	...	...	...	do	260 0 0	...	...	...	23 1 0
...	55	...	...	...	do	305 0 0	...	...	...	20 14 0
...	44	...	...	...	do	292 8 0	...	...	...	21 8 0
...	42	...	...	...	do	313 8 0	...	...	...	12 8 0
...	21	...	...	...	do	300 0 0	...	...	...	10 8 0
...	407	...	...	...		3,028 6 10	...	...	...	231 8 0
...	1,185	...	...	...		9,310 12 5	...	...	...	751 12 0
...	...	45	...	...	1 Anna	234 12 0	...	...	...	33 1 0
...	...	102	...	...	do	370 10 0	...	...	...	29 3 6
...	...	62	...	...	do	445 4 8	...	...	...	45 15 0
...	...	28	...	...	do	180 0 0	...	...	...	20 1 0
...	...	43	...	...	do	268 8 8	...	...	...	18 9 0
...	...	280	...	...		1,599 2 8	...	...	...	146 13 6

No. 2.

(*Continued*)

No.	Districts.	Name of Institution.	Locality.	17	18	19	20	21	22	23	24	25	26	Remarks.
				Receipts during the year. (*Continued*)			Charges during the year.			Difference.		Annual Cost of educating each Pupil.		
				Sale of Books.	Other Sources.	Total.	Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.	
		Lower Class (*Continued*)												
		Kanarese.												
														NAGAR DIVISION (*Continued*)
1	SHIMOGA.	Taluk School	Ságara	...	...	451 6 0	420 0 0	...	420 0 0	31 6 0	...	8 12 0	8 1 6	
2		Do	Shikáripura ...	...	...	468 14 0	420 0 0	25 12 0	445 12 0	23 2 0	...	16 8 1	15 10 5	
3		Do	Chennagiri ...	...	...	493 15 0	453 0 0	...	453 0 0	40 13 0	...	8 1 5	7 5 9	
4		Do	Holesonnúru ...	...	...	447 2 0	406 0 0	8 6 0	414 6 0	32 12 0	...	8 10 0	7 15 1	
5		Do	Shimoga	...	...	361 1 0	300 0 0	21 8 0	321 8 0	39 9 0	...	5 5 8	4 10 2	
6		Do	Nyámti	...	...	396 5 5	327 5 5	8 14 0	336 3 5	60 2 0	...	5 6 9	4 7 3	
7		Do	Soraba	...	...	346 7 0	300 0 0	15 12 0	315 12 0	30 11 0	...	7 5 5	6 10 0	
8		Do	Sagar	...	...	340 8 11	292 11 11	24 0 0	316 11 11	23 13 0	...	11 4 11	10 7 4	
9		Do	Tirthahalli ...	...	...	162 1 4	117 5 4	26 0 0	143 5 4	18 12 0	...	2 6 2	2 1 2	
10		Do	Anantapura ...	...	...	156 9 6	120 0 0	25 1 6	145 1 6	11 8 0	...	3 10 0	3 5 5	
			Total.....	...	...	3,024 4 2	3,156 6 8	155 5 6	3,311 12 2	312 8 0	...			
1	KADOOR.	Taluk School	Bándvára	...	...	461 15 0	420 0 0	18 14 0	438 14 0	22 15 0	...	21 15 2	20 4 9	
2		Do	Kadoor	...	...	479 10 0	357 0 0	100 0 0	457 0 0	22 10 0	...	9 2 2	8 11 0	
3		Do	Birúru	...	...	510 4 0	480 0 0	...	480 0 0	30 4 0	...	21 13 1	20 7 1	
4		Do	Turlúre	...	...	393 15 6	357 1 6	...	357 1 6	36 14 0	...	9 6 4	8 6 9	
5		Do	Chikkamagalúru ...	...	...	280 5 0	280 12 0	15 12 0	276 8 0	12 13 0	...	16 4 2	15 8 2	
6		Do	Sokrípatna ...	...	...	350 15 0	285 0 0	40 0 0	325 0 0	25 15 0	...	9 8 11	8 12 8	
7		Do	Yelahalli	...	...	371 12 10	342 10 11	5 0 0	347 10 11	24 2 0	...	15 1 10	14 1 1	
8		Do	Sringéri	...	...	320 12 0	264 0 0	24 7 0	288 7 0	32 5 0	...	7 3 4	6 6 5	
			Total.....	...	...	3,178 7 5	2,766 8 5	204 1 6	2,970 9 5	207 14 0	...			
1	CHITALDROOG.	Taluk School	Chitaldroog ...	...	...	227 8 10	202 2 10	...	202 2 10	25 6 0	...	5 7 5	4 12 5	
2		Do	Harihara	...	...	293 10 0	264 0 0	7 0 0	271 0 0	22 10 0	...	7 8 5	6 14 4	
3		Do	Challakere ...	...	...	301 12 0	285 0 0	...	285 0 0	46 12 0	...	7 4 11	6 10 4	
4		Do	Hosadurga ...	...	...	264 15 0	420 0 0	3 0 0	423 0 0	41 15 0	...	8 13 0	7 15 9	
5		Do	Pávagada	...	...	282 8 0	261 0 0	5 4 0	266 4 0	16 4 0	...	7 14 11	7 7 5	
6		Do	Dávangere ...	...	...	383 1 0	360 0 0	...	360 0 0	33 1 0	...	7 3 2	6 8 7	
7		Do	Huliyára	...	...	323 14 0	300 0 0	3 0 0	303 0 0	20 14 0	...	15 2 4	14 1 8	
8		Do	Moldkhumúru ...	...	...	314 0 0	292 8 0	...	292 8 0	21 8 0	...	7 1 0	6 7 11	
9		Do	Jagalúru	...	...	326 0 0	300 0 0	13 8 0	313 8 0	12 8 0	...	12 0 11	11 9 2	
10		Do	Hiriyúru	...	...	310 8 0	300 0 0	...	300 0 0	10 8 0	...	18 12 0	18 1 6	
			Total.....	...	...	3,239 12 10	2,984 10 10	43 12 0	3,028 6 10	231 6 0	...			
			Grand Total.....	...	...	10,032 8 5	8,907 9 11	403 2 6	9,310 12 5	751 12 0	...			
1		Hindustáni School	Toomkoor	...	...	567 13 0	324 0 0	10 12 0	334 12 0	33 1 0	...	7 9 7	6 13 8	
2		Do	Mysore	...	...	399 13 6	360 0 0	10 10 0	370 10 0	29 3 6	...	5 15 7	5 7 11	
3		Do	Kolár	...	...	491 3 8	445 4 8	...	445 4 8	45 15 8	...	7 6 8	6 10 5	
4		Do	Chitaldroog ...	...	...	200 1 0	180 0 0	...	180 0 0	20 1 0	...	6 10 8	5 15 1	
5		Do	Chikka Ballápura ...	...	...	287 1 0	264 0 0	4 8 0	268 8 0	18 9 0	...	6 3 10	5 13 0	
				...	...	1,746 0 2	1,373 4 8	25 14 0	1,399 2 8	146 13 6	...			

Office of the Director of Public Instruction,
Bangalore, 12th June 1872.

J. GARRETT,
Director of Public Instruction.

No. 3.

INSTITUTIONS FOR GENERAL EDUCATION.

GOVERNMENT GIRLS' SCHOOLS.

Annual Return for the year ending 31st March 1871—72.

1	2	3	4	5	6	7	8	9	10 A	10 B	10 C	10 D	10 E	11	12			13		14	
No.	Name of Institution.	Locality.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls monthly.	Average Number of Pupils attending daily.	Number of Pupils on the Rolls studying in each language at the end of the year.					Monthly Rate or Rates of Schooling Fee.	Receipts during the year.						
				Hindús.	Mahomedans.	Others.	Total.			English.	Kanarese.	Hindustáni.	Telugu.	Tamil.		From Government.			Proceeds of Endowments.		Local Rate or Assessment.	
1	Hindu Girls' School	Bangalore... ...	1868	37	...	...	37	37	36	...	37	...	...	...	1 Anna	396	0	0	...	...	...	...
2	Do " "	Chintámani ...	1868	38	...	...	38	36	23	...	38	...	...	...	do	288	0	0	...	...	...	...
3	Do " "	Srinivásapura ...	1868	12	2	1	15	12	10	...	15	...	...	...	do	312	0	0	...	...	...	...
4	Do " "	Mágadi	1869	39	...	...	39	35	27	...	39	...	...	...	do	276	0	0	...	...	...	...
5	Do " "	Hosúr	1870	23	...	...	23	15	14	...	23	...	...	...	do	348	0	0	...	...	...	...
6	Do " "	Sállaghatta ...	1872	34	...	...	34	33	32	...	34	...	...	...	do	...	...	...	...	...	...	...
7	Do " "	Serjápura... ...	1872	26	...	...	26	24	23	...	26	...	...	...	do							
8	Do " "	Closepéte... ...	1872	25	...	...	25	23	22	...	25	...	...	...	do							
		Total.....		234	2	1	237	215	187	...	237	...	...	...		1,620	0	0	...	...	...	...

INSTITUTIONS FOR SPECIAL EDUCATION.

GOVERNMENT NORMAL SCHOOLS.

Annual Return for the year 31st March 1871—72.

1	General Normal School ...	Bangalore... ...	1861	10	3	...	13	13	13	1	9	3	...	...	...	5,566	4	0	...	...	...	...
2	Hóli Normal School ...	Nandidroog Division ...	1868	21	...	...	21	21	21	...	21	...	...	...	...	1,801	15	0	...	...	...	...
3	Do do ...	Ashtagrama do ...	1868	25	...	...	25	25	25	...	25	...	...	...	...	2,100	4	0	...	...	...	...
4	Do do ...	Nagar do ...	1868	9	1	...	10	10	10	...	10	...	...	...	...	1,183	8	0	...	...	...	...
5	Engineering School ...	Bangalore... ...	1860	8	...	...	8	8	8	8	...	...	...	...	Rs. 1—8—0	3,560	0	0	...	...	...	...
		Total.....		73	4	...	77	77	77	9	65	3	...	...	...	14,211	15	0	...	...	...	...

No. 3.

(*Continued*)

No.	Name of Institution.	Locality.	15	16	17	18	19	20	21	22	23	24	25	26	Remarks.
			Receipts during the year (*Continued*).					Charges during the year.			Difference.		Annual Cost of educating each Pupil.		
			Subscription, Donation, &c.	Fees, Fines, &c.	Sale of Books.	Other Sources.	Total.	Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.	
1	Hindu Girls' School	Bangalore... ...	...	4 8 0	...	...	400 8 0	396 0 0	...	396 0 0	4 8 0	...	10 11 2	10 9 2	
2	Do " "	Chintámani ...	...	...	...	...	288 0 0	288 0 0	...	288 0 0	...	...	8 0 0	8 0 0	
3	Do " "	Srinivásapura ...	...	...	...	...	312 0 0	312 0 0	...	312 0 0	...	...	26 0 0	26 0 0	
4	Do " "	Mágadi	...	...	...	...	276 0 0	276 0 0	...	276 0 0	...	...	7 11 3	7 11 3	
5	Do " "	Hassan	...	...	...	...	348 0 0	348 0 0	...	348 0 0	...	...	23 3 2	23 3 2	
6	Do " "	Sidlaghatta ...	...	...	...	...	...	...	...	...	...	...	...	...	
7	Do " "	Sarjápura... ...	...	...	...	...	...	...	...	...	...	...	...	...	
8	Do " "	Closepète	...	...	...	...	...	...	...	...	...	...	...	...	
		Total.....	...	4 8 0	...	...	1,624 8 0	1,620 0 0	...	1,620 0 0	4 8 0	...			

GOVERNMENT NORMAL SCHOOLS (*Continued*)

1	General Normal School ...	Bangalore... ...	...	...	...	...	5,566 4 0	5,512 0 0	54 4 0	5,566 0 0	...	...	428 2 5	428 2 5	
2	Hóbli Normal School ...	Nandidroog Division ...	...	...	...	...	1,801 15 0	1,759 15 0	42 0 0	1,801 15 0	...	...	85 12 10	85 12 10	
3	Do do ...	Ashtagram do ...	...	...	...	...	2,100 4 0	2,070 10 0	29 10 0	2,100 4 0	...	...	84 1 0	84 1 0	
4	Do do ...	Nagar ... do ...	...	...	...	...	1,183 8 0	1,133 10 0	49 14 0	1,183 8 0	...	...	118 5 7	118 5 7	
5	Engineering School ...	Bangalore... ...	...	51 0 0	...	...	3,611 0 0	3,560 0 0	...	3,560 0 0	51 0 0	...	178 0 0	175 7 2	
		Total.....	...	51 0 0	...	...	14,262 15 0	14,036 3 0	175 12 0	14,211 15 0	51 0 0	...			

J. GARRETT,
Director of Public Instruction.

No. 4.

INSTITUTIONS FOR GENERAL EDUCATION.

GOVERNMENT HOBLI SCHOOLS.

Annual Return for the year ending 31st March 1871—72.

1	2	3	4	5	6	7	8	9	10	11	12	13	14
No.	Taluk.	Hôbli.	Village in which School is established.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.	Remarks.
					Hindûs.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.		
Bangalore District.													
1	Bangalore	Yelahanka	Bânávára	29th Sept 1869 ...	18	2	...	20	16	20	...	84	0 0
2		Yesvanchapura	Hebbâla	4th October 1869.	19	2	...	21	19	21	...	84	0 0
3		Halasûru	Bânamangala	13th July 1871 ...	16	...	...	16	14	16	...	63	0 0
4		Agara	Agara	3rd October 1869...	35	...	...	35	33	35	...	84	0 0
5		Krishnarájapura	Krishnarájapura	17th May 1869 ...	27	1	...	28	26	28	...	84	0 0
6	Anekallu	Attibele	Attibele...	14th May 1869 ...	34	1	...	35	33	35	...	144	0 0
7		Iggalûru	Iggalûru	8th Sept. 1870 ...	13	...	...	13	11	13	...	84	0 0
8		Háragadde	Háragadde	1st Sept. 1870 ...	12	...	...	12	10	12	...	83	0 0
9		Anekallu	Bidaragere	1st July 1871 ...	11	...	...	11	10	11	...	56	0 0
10		Jigani	Jigani	1st Sept. 1870 ...	7	...	...	7	6	7	...	78	5 7
11	Sarjápura	Mugalûru	Mugalûru	10th April 1870 ...	21	...	...	21	19	21	...	84	0 0
12		Varttûru	Gunjûru	9th April 1870 ...	34	1	...	35	33	35	...	84	0 0
13		Sarjápura	Dommasandra	1st Sept. 1870 ...	55	6	...	61	59	61	...	84	0 0
14		Bévûru	Bévûru	13th May 1869 ..	20	...	...	20	16	20	...	84	0 0
15		Bidaruguppe	Bidaruguppe	25th August 1870.	21	...	...	21	16	21	...	84	0 0
16	Hosakôte	Gubbi	Bidarahalli	15th May 1869 ...	19	...	...	19	16	19	...	84	0 0
17		Hosakôte	Lakkondahalli	1st November 1869.	21	...	...	21	16	21	...	84	0 0
18		Sûlibele	Sûlibele	17th May 1869 ...	41	2	...	43	40	43	...	84	0 0
19		Vágatta	Vágatta...	15th May 1869 ...	33	...	...	33	30	33	...	84	0 0
20		Kâdgôdi	Kâdgôdi	17th May 1869 ...	51	3	...	54	53	54	...	84	0 0
21		Nandagudi	Hindigunâlu	8th October 1869...	17	8	...	25	23	25	...	84	0 0
22		Hullûru	Távarékere	15th May 1869 ...	32	...	...	32	30	32	...	84	0 0
23	Dévanahalli	Kundána	Birasandra	14th May 1869 ...	16	...	...	16	14	16	...	84	0 0
24		Jâla	Bettahalasûru	18th May 1869 ...	16	...	...	16	14	16	...	84	0 0
25		Dévanahalli	Kannamangala	1st Sept. 1870 ...	13	3	...	16	14	16	...	84	0 0
26		Bâligere	Bâligere	14th May 1869 ...	68	3	...	71	65	71	...	144	0 0
27		Chennarâyapatna	Chennarâyapatna	20th May 1869 ...	2	...	...	2	2	2	...	84	0 0
28		Jangumakôte	Jangumakôte	15th May 1869 ...	25	...	...	25	23	25	...	84	0 0
29		Vadigénahalli	Mélûru	22nd May 1869 ...	31	1	...	32	28	32	...	84	0 0
30		Kallahalli	Kyálanûru	15th May 1869 ...	22	...	...	22	20	22	...	84	0 0
31	Dodda Ballápura... ...	Hulikunte	Hulikunte	20th May 1869 ...	20	...	...	20	18	20	...	84	0 0
32		Honnávára	Honnávára	11th April 1869 ...	18	...	...	18	16	18	...	84	0 0
33		Kódihalli	Márasandra	1st October 1869...	16	...	...	16	15	16	...	84	0 0
34		Kákólu	Haniyûru	1st June 1870 ...	15	2	...	17	15	17	...	84	0 0
35		Dodda Ballápura	Arahumallige	24th February 1871	16	...	...	16	15	16	...	84	0 0
36		Tippûru	Hanabe	6th October 1869...	2	5	...	7	5	7	...	84	0 0
37		Túbagere	Túbagere	Do.	37	...	...	37	32	37	...	84	0 0
38		Rájagatta	Mélkôte	17th May 1869 ...	7	...	...	7	6	7	...	84	0 0
39	Nelamangala	Sondékoppa	Sondékoppa	27th October 1870.	25	...	...	25	23	25	...	84	0 0
40		Nelamangala	Alûru	28th Sept. 1870 ...	21	1	...	22	20	22	...	84	0 0
41		Mainahalli	Mainahalli	15th July 1869 ...	17	...	...	17	16	17	...	84	0 0
42		Bégûru	Bégûru...	18th Sept. 1869 ...	16	...	...	16	14	16	...	84	0 0
43		Tyámagondlu	Tyámagondlu	17th May 1869 ..	79	1	...	80	70	80	...	84	0 0
44		Doddabele	Doddabele	29th Sept. 1869 ...	18	1	...	19	16	19	...	84	0 0
45		Nijagal u	Yalkôtanahalli	28th August 1870.	20	2	...	22	20	22	...	84	0 0
46	Mágadi	Mágadi...	Tirumale	9th June 1871 ...	44	...	...	44	39	44	...	63	0 0
47		Modabala	Vodavatta	3rd July 1871 ...	27	1	...	28	26	28	...	63	0 0
48		Sátenûru	Kalya	14th April 1871 ...	20	...	...	20	16	20	...	80	0 0
49		Tippasandra	Tippasandra	29th June 1871 ...	35	...	...	35	33	35	...	63	0 0
50		Narasandra	Narasandra	9th July 1871 ...	20	...	...	20	16	20	...	60	1 4

No. 4. (*Continued.*)

1	2	3	4	5	6	7	8	9	10	11	12	13	
No.	Taluk.	Hôbli.	Village in which School is established.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily	Number of Pupils studying in each language.		Total Annual Cost.	Remarks.
District.					Hindús.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.		
Bangalore District. (*Contd.*)													
51	Mágadi (*Continued.*) ...	Kudúru	Kudúru...	1st October 1869...	65	...	...	65	55	65	...	84 0 0	
52		Hulikallu	Hulikallu	18th August 1870.	18	...	...	18	16	18	...	84 0 0	
53		Sólúru	Sólúru	1st Sept. 1870 ...	28	4	...	32	26	32	...	84 0 0	
54		Gubbánnahalli	Mótagondahalli	22nd August 1870.	41	...	...	41	36	41	...	70 0 0	
55	Kengéri	Vuttahalli	Vuttahalli	14th Dec. 1870 ...	13	...	...	13	12	13	...	84 0 0	
56		Távarékere	Távarékere	15th May 1869 ...	16	4	...	20	19	20	...	84 0 0	
57		Kengéri...	Chikkanahalli	16th May 1869 ...	22	...	...	22	20	22	...	84 0 0	
58		Bélahi	Bélahi	10th Feb. 1871 ...	30	6	...	36	30	36	...	84 0 0	
59	Cloepéte	Bhairumangala	Bhairumangala	27th Feb. 1871 ...	28	2	...	30	26	30	...	84 0 0	
60		Cloepéte	Sarganahalli	24th Feb. 1871 ...	35	...	...	35	33	35	...	84 0 0	
61		Mákali	Vesúru...	13th May 1869 ...	26	5	...	31	29	31	...	84 0 0	
62		Kénagallu	Kúnagallu	28th Feb. 1871 ...	10	...	...	10	9	10	...	84 0 0	
63	Channapatna	Melúru...	Bévunúru	23rd August 1870.	25	...	...	25	23	25	...	84 0 0	
64		Muligere	Makkonda	25th Feb. 1871 ...	17	1	...	18	16	18	...	84 0 0	
65		Channapatna ...	Mallnáyakanahosahalli ...	6th April 1870 ...	17	...	...	17	16	17	...	84 0 0	
66		Virupákshipura	Attúru	22nd Feb. 1871 ...	22	...	...	22	20	22	...	84 0 0	
67		Honganúru	Honganúru	12th Sept. 1870 ...	18	...	...	18	16	18	...	84 0 0	
68	Kánakánahalli	Santémaduvádi	Chikkamaduvádi	2nd March 1871...	13	3	...	16	14	16	...	77 0 0	
69		Tungám	Tungáni	27th Feb. 1871 ...	20	...	...	20	19	20	...	84 0 0	
70		Kánakánahalli	Búdiguppe	12th March 1871...	18	...	...	18	16	18	...	79 13 4	
71		Kódahalli	Kódahalli	5th July 1871 ...	25	1	...	26	25	26	...	63 0 0	
72		Váyamballi	Ahálalli	20th Sept. 1871 ...	26	...	...	26	25	26	...	43 15 0	
73		Maralavádi	Maralavádi	27th June 1871 ...	36	...	...	36	34	36	...	63 0 0	
74		Háróhalli	Háróhalli	27th Feb. 1871 ...	27	3	...	30	26	30	...	84 0 0	
75		Sómanahalli	Sómanahalli	7th July 1871 ...	25	...	...	25	23	25	...	63 0 0	
				Total.....	1,864	75	...	1,939	1,747	1,939	...	6,145 3 3	
Kolar District.													
1	Kolár ...	Vakkaléri	Vakkaléri	7th May 1869 ...	24	6	...	30	28	22	8	84 0 0	
2		Harati...	Chámarahalli	19th do ...	17	...	...	17	15	17	...	84 0 0	
3		Vémagallu	Vémagallu	7th do ...	11	4	...	15	15	3	12	84 0 0	
4		Uttúru...	Dévaráyasandra	10th Feb. 1869 ...	93	...	...	93	84	33	60	144 0 0	
5		Kolár	Bágale Hosahalli	12th Oct. 1869 ...	15	...	...	15	12	15	...	84 0 0	
6		Holúru	Holúru	12th Feb. 1869 ...	18	...	...	18	15	18	...	84 0 0	
7		Mudavádi	Mudavádi	10th May 1869 ...	13	3	...	16	13	16	...	84 0 0	
8		Sugatúru	Sugatúru	10th Feb. 1869 ...	9	1	...	10	8	10	...	84 0 0	
9	Málúru ...	Másti	Másti	22nd April 1869 ...	25	4	...	29	26	29	...	84 0 0	
10		Lakkúru	Lakkúru	16th Feb. 1869 ...	40	9	...	49	46	35	14	84 0 0	
11		Hulikanahalli	Hulikanahalli	5th do ...	7	4	...	11	10	11	...	84 0 0	
12		Tyákállu	Nilamangala	10th May 1869 ...	13	...	...	13	12	13	...	84 0 0	
13		Kudiyanúru	Kudiyanúru	7th do ...	22	...	...	22	18	22	...	84 0 0	
14		Málúru	Tonnahalli	10th do ...	27	2	...	29	26	22	7	84 0 0	
15		Narasápura	Sivámpatna	17th do ...	19	4	...	23	18	23	...	84 0 0	
16	Bétmangala ...	Dásarahosahalli	Dásarahosahalli	5th Feb. 1869 ...	12	...	...	12	10	12	...	84 0 0	
17		Hulibele	Koppa...	12th do ...	18	...	...	18	15	15	3	84 0 0	
18		Kánasandra	Kánasandra	10th Sept. 1869 ...	18	...	...	18	15	13	5	84 0 0	
19		Bádikóte	Bádikóte	1st May 1869 ...	30	11	...	41	37	20	21	84 0 0	
20		Bétmangala	Bétamangala	7th do ...	12	8	...	20	18	10	10	84 0 0	
21		Kyásamballi	Kannúru	5th Feb. 1869 ...	22	...	...	22	18	6	16	84 0 0	

No. 4. (*Continued.*)

Number.	District.	2 Taluk.	3 Hóbli.	4 Village in which School is established.	5 When established.	6 Number of Pupils on the Rolls at the end of the year. Hindús.	7 Mahomedans.	8 Others.	9 Total.	10 Average Number of Pupils attending daily.	11 Number of Pupils studying in each language. Kanarese.	12 Telugu.	13 Total Annual Cost.		Remarks.
22	Kolar District (*Continued.*)	Bétmangala (*Continued.*) ...	Rámaságara	Sondrapá'ya	5th Oct. 1869 ...	14	2	...	16	14	8	8	84	0	0
23			Súlkunte	Súlkunte	10th May 1869 ...	13	6	3	22	19	19	3	84	0	0
24			Táyalúru	Táyalúru	17th Feb. 1869 ...	18	12	...	30	28	10	20	84	0	0
25		Mulabágalu	Avani	Kottamangala	8th Oct. 1869 ...	12	2	...	14	12	10	4	84	0	0
26			Nangali	Nangali	15th Feb. 1870 ...	20	6	...	26	22	6	20	84	0	0
27			Mulabágalu	Kappa'nadagu	9th April 1870 ...	14	1	...	15	12	15	...	84	0	0
28			Bairakúru	Gudigalli	1st do ...	12	4	...	16	14	2	14	84	0	0
29			Mallanáyakanahalli	Mallanáyakanahalli	15th do ...	8	2	...	10	8	10	...	84	0	0
30			Uttanúru	Mallyanúru	1st May 1869 ...	24	...	...	24	20	15	9	84	0	0
31			Doggasandra	Agara	12th Feb. 1869 ...	18	2	...	20	15	8	12	84	0	0
32		Srinivásapura	Yelalúru	Yelalúru	do ...	27	3	...	30	25	30	...	84	0	0
33			Nambihalli	Nambehalli	do ...	14	2	...	16	13	6	10	84	0	0
34			Srinivásapura	Nagadénahalli	1st do ...	17	...	...	17	12	6	11	84	0	0
35			Adagallu	Adagallu	15th Sept. 1869...	30	10	...	40	38	23	17	84	0	0
36			Báyalpádu	Báyalpádu	15th August 1870.	19	1	...	20	16	4	16	84	0	0
37			Sónaya'alapalli	Sónaya'alapalli	8th May 1869 ...	16	...	...	16	12	5	11	84	0	0
38			Nelavanki	Yérukálve	8th Oct. 1869 ...	12	6	...	18	16	8	10	84	0	0
39			Bóndru	Bóndru	9th do ...	17	...	...	17	13	3	14	84	0	0
40			Dalasanúru	Dalasanúru	8th May 1869 ...	17	3	...	20	15	20	...	84	0	0
41		Ambájidurga	Ambájidurga	Uppárapéte	13th August 1870.	4	3	...	7	6	7	...	84	0	0
42			Iragampalli	Iragampalli	26th April 1869...	25	...	...	25	20	...	25	84	0	0
43			Muragamale	Hebburi	12th May 1869 ...	28	...	...	28	26	10	18	84	0	0
44			Chintámani	Ganjúru	1st March 1869 ...	23	1	...	24	20	24	...	84	0	0
45			Kuralúru	Kuralúru	18th Feb. 1869 ...	16	2	...	18	15	18	...	84	0	0
46			Kaivára	Kaivára	15th do ...	18	12	...	30	26	25	5	79	11	3
47		Sidlaghatta	Chikkahéqu	Bumdagunte	do ...	10	6	...	16	12	8	8	84	0	0
48			Malldru	Kundalgurki	27th Nov. 1870...	8	...	...	8	8	8	...	84	0	0
49			Sadli	Tummasandra	25th Oct. 1870 ...	21	1	...	22	19	22	...	84	0	0
50			Koralapurti	Pápatimmanahalli	19th Oct. 1869 ...	12	...	...	12	8	4	8	75	13	0
51			Mangamahalli	Mangamahalli	15th Sept. 1869 ...	8	2	6	16	14	6	10	84	0	0
52			Baktarahalli	Baktarahalli	1st April 1870 ...	18	6	...	24	20	24	...	84	0	0
53			Beslettihalli	Tékahalli	15th Sept. 1869...	20	...	...	20	16	15	5	84	0	0
54			Ganjigunte	Ganjigunte	28th March 1870.	14	2	...	16	14	16	...	77	0	0
55			Sidlaghatta	Abbalúru	4th April 1870 ...	35	...	...	35	29	33	...	84	0	0
56		Chikka Ballápura ...	Manchénahalli	Manchénahalli	22nd March 1870.	42	2	4	48	46	48	...	84	0	0
57			Páraságara	Ins Manchénahalli... ...	13th July 1871 ...	10	...	...	10	8	10	...	60	4	6
58			Perisandra	Perisandra	20th June 1871 ...	12	3	...	15	14	12	3	70	0	0
59			Avati	Avati	19th Feb. 1869 ...	32	...	...	32	28	32	...	84	0	0
60			Manchanabele	Manchanbele	11th May 1869...	20	...	2	22	18	22	...	84	0	0
61			Nandi	Nandi	15th Feb. 1869 ...	22	8	5	35	34	32	3	84	0	0
62			Chikka Ballápura	Kalvára	20th June 1871 ...	19	3	...	22	16	22	...	84	0	0
63		Gúmmáyakanapálya ...	Chikavélu	Pallagallu	9th April 1870 ...	15	2	...	17	12	8	9	84	0	0
64			Bállúru	Madépalli	12th Sept. 1870...	10	...	...	10	10	5	5	84	0	0
65			Yellampalli	Yellampalli	1st April 1870 ...	28	...	...	28	26	18	10	84	0	0
66			Bágénahalli	Báluvádihalli	21st June 1871 ...	8	2	...	10	8	4	6	57	2	6
67			Pátapálya	Pátapálya	1st Sept. 1870 ...	21	2	...	23	18	19	4	84	0	0
68			Mittémari	Mittémari	1st Oct. 1869 ...	62	...	...	62	46	40	22	144	0	0
69			Gúlúru	Gúlúru	18th May 1870...	26	...	...	26	20	...	26	84	0	0
70			Chélúru	Chélúru	8th Oct. 1869 ...	13	1	1	15	12	2	13	84	0	0
71		Gudibanda	Námagondlu	Námagondlu	15th Nov. 1870...	20	...	...	20	26	20	...	84	0	0

No. 4. (*Continued.*)

1	2	3	4	5	6	7	8	9	10	11	12	13	
Number.	Taluk.	Hobli.	Village in which School is established.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.	Remarks.
District.					Hindú.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.		
	Gulibanda (*Continued*)	Madikallu	Madikallu	15th March 1870	16	3	8	27	26	27	...	84	0 0
		Nágamgere	Nágamgere	22nd Feb. 1871	18	...	...	18	14	10	8	84	0 0
		Dálimiyakampálya	Dálimiyakampálya	13th April 1870	44	1	...	45	36	45	...	84	0 0
		Sómánahalli	Sómánahalli	13th May 1869	17	...	...	17	14	14	3	84	0 0
		Gulibanda	Hampasandra	15th Feb. 1869	22	...	5	27	18	4	23	84	0 0
	Gáribidanúru	Hosúru	Hosúru	22nd March 1870	26	...	...	26	20	26	...	84	0 0
		Tondébávi	Tondébávi	1st Feb. 1871	12	2	...	14	12	14	...	84	0 0
		Gáribidanúru	Hunasánahalli	9th June 1871	20	...	...	20	16	20	...	67	10 8
		Varavani	Mávinakáyinahalli	15th Sept. 1869	15	...	...	15	12	15	...	84	0 0
		Bommasandra	Bommasandra	11th May 1871	11	2	...	13	10	13	...	84	0 0
				Total.....	1,608	184	34	1,826	1568	1,277	549	6,823	11 6
1	Toomkoor	Toomkoor	Arikere	6th May 1869	42	...	...	22	18	22	...	84	0 0
2		Kóra	Kestúru	1st March 1869	36	1	...	37	30	37	...	84	0 0
3		Dévaráyadoorg	Yuvalagere	9th May 1869	27	2	...	29	25	25	4	84	0 0
4		Honnalike	Honnadike	19th May 1869	37	...	...	37	35	37	...	84	0 0
5		Gúlúru	Kaitála	15th May 1869	16	...	...	16	15	16	...	84	0 0
6		Bellávi	Bellávi	17th May 1869	46	4	...	50	44	50	...	144	0 0
7		Chélúru	Hálare	1st April 1870	28	...	...	28	25	28	...	84	0 0
8	Koratagere	Koratagere	Valagere	1st March 1872	20	...	...	20	16	20	...	7	0 0
9		Holavanahalli	Holavanahalli	1st September 1870	67	...	...	67	60	67	...	84	0 0
10		Tarabálu	Tarabálu	do	34	6	...	40	36	40	...	84	0 0
11		Kólála	Kolálu	do	29	1	...	30	25	30	...	77	0 0
12		Chennakyadurga	Belakára	1st Feb. 1871	27	3	...	30	25	30	...	84	0 0
13		Totlakere	Totlakere	1st September 1870	42	...	...	42	38	42	...	84	0 0
14		Tóvinakere	Tóvinakere	1st February 1871.	8	...	...	8	7	8	...	84	0 0
15	Maddagiri	Havélá	Ganjalagunte	17th May 1869	25	...	...	25	25	25	...	84	0 0
16		Puravara	Puravara	do	30	2	...	32	31	32	...	84	0 0
17		Kodagihalli	Kodagihalli	1st September 1870	29	7	...	36	30	36	...	84	0 0
18		Ittigalibbanahalli	Ittigalibbanahalli	15th May 1869	31	...	...	31	27	30	1	84	0 0
19		Madagési	Pedatúru	1st February 1871.	13	...	...	13	12	13	...	84	0 0
20		Taryúru	Kalagattúru	1st August 1871	20	5	...	25	24	16	9	56	0 0
21		Hampasandra	Idagúru	1st February 1871	25	...	...	25	24	25	...	84	0 0
22		Bantavalalu	Rantavalalu	1st March 1872	14	...	...	14	13	14	...	7	0 0
23		Doddéri	Doddéri	do	27	...	...	27	22	27	...	84	0 0
24	Sirá	Sirá	Gúla	1st February 1871.	27	...	...	27	24	27	...	84	0 0
25		Nadúru	Hosúru	1st February 1869.	37	3	...	40	36	40	...	144	0 0
26		Hullkunte	Changavára	17th April 1870	27	...	...	27	20	27	...	84	0 0
27		Bukkapatna	Kurihalli	1st September 1870	20	...	...	20	12	20	...	84	0 0
28		Kallambellé	Chikkanáyakanahalli	19th May 1869	47	2	...	49	43	49	...	139	0 0
29		Agrahára	Kuntégunlanahalli	1st March 1869	23	...	...	23	18	23	...	81	14 0
30		Barugúru	Madalúru	1st March 1872	19	...	...	19	16	19	...	7	0 0
31	Chikkanáyakanahalli	Chikkanáyakanahalli	Settikere	do	15	...	...	15	13	15	...	7	0 0
32		Kibbanahalli	Gólakere	do	21	...	...	21	18	21	...	7	0 0
33		Nittúru	Máganáyakanakóte	do	26	...	...	26	20	26	...	7	0 0
34		Hágalvádi	Hágalvádi	1st March 1869	57	6	...	63	53	63	...	144	0 0
35	Honnavalli	Honnavalli	Bahalalu	1st March 1872	20	...	...	20	18	20	...	7	0 0
36		Hanlalukere	Hanlalukere	do	20	...	...	20	19	20	...	7	0 0

No. 4.

(*Continued.*)

1	2	3	4	5	6	7	8	9	10	11	12	13	14
No.	Taluk.	Hóbli.	Village in which School is established.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.	Remarks.
					Hindu.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.		
District.													
Tumkoor District (*Contd.*)													
37	Honnavalli (*Continued*	Hálkurike	Sárávalli	1st March 1872	19			19	19	19		7	0 0
38		Tipatúru	Máléhalli	17th May 1869	28			28	23	28		82	6 0
39	Turivékere	Turivékere	Muniyúru	1st March 1870	18			18	15	18		84	6 0
40		Nonavinakere	Nonavinakere	do	32			32	28	32		84	0 0
41		Hichanúru	Hichanúru	6th May 1869	20			20	16	20		84	0 0
42		Dubbéghatta	Dubbéghatta	1st March 1872	20			20	18	20		7	0 0
43		Dandinasivara	Dandinasivara	6th May 1869	28	3		31	28	31		84	0 0
44	Kadaba	Kadaba	Koppa	1st March 1872	6			6	6	6		7	0 0
45		Gubbi	Hariyúru	1st March 1870	18	2		20	18	20		84	0 0
46		Máyasandra	Máyasandra	1st September 1870	19	3		22	20	22		84	0 0
47		Kaliúru	Sompige	do	15			15	14	15		73	8 0
48	Kunigallu	Kunigalu	Heravu	do	19			19	16	19		84	0 0
49		Kettikere	Kettikere	1st April 1871	18			18	17	18		84	0 0
50		Yalayúru	Yalayúru	1st March 1869	29	3		32	28	32		84	0 0
51		Heléúru	Tarúru	1st September 1870	17			17	16	17		84	0 0
52		Chittanahalli	Chittanahalli	1st September 1871	35	5		40	35	40		84	0 0
53	Huliyúrdurga	Huliyúrdurga	Máyattúru	1st September 1870	16			16	14	16		84	0 0
54		Vuttúrdurga	Yalayúru	do	28			28	27	28		84	0 0
55		Bédarahalli	Bédarahalli	1st March 1872	15			15	15	15		7	0 0
56		Koppa	Koppa	do	20			20	18	20		7	0 0
57		Amrutúru	Amrutúru	do	20			20	20	20		7	0 0
				Total	1,452	58		1,510	1,330	1,496	14	3,895	13 0
Mysore District.													
1	Ashtagram	Arsikere	Arakere	11th June 1869	21			21	16	21		84	0 0
2		Kiranúru	Hiróde	25th October 1869	25	3		29	27	29		84	0 0
3		Kyátanahalli	Kyátanahalli	2nd March 1869	30	3		33	30	33		84	0 0
4		Kúra	Ganjám	19th July 1869	53			53	47	53		114	0 0
5		Chenlagallu	Nágenahalli	16th Feb. 1871	19			19	16	19		84	0 0
6		Tirumalagura	Lakshmiságara	1st March 1871	16	1		17	15	17		84	0 0
7		Pálhalli	Pálhalli	13th May 1869	38	3	1	42	38	42		84	0 0
8		Belagola	Hosahalli	1st Feb. 1872	8			8	6	8		35	0 0
9		Bévinahalli	Kallukuná	25th August 1871	11			11	9	11		56	0 0
10		Basudru	Basudru	10th May 1869	15			15	13	15		77	0 0
11		Shethalli	Siethalli	4th January 1871	15			15	13	15		84	0 0
12		Hanve	Hanve	22nd May 1869	18			18	16	18		84	0 0
13	Gunlupéte	Kotnúru	Kotnúru	30th January 1872	20			20	12	20		21	0 0
14		Gunlu	Kabalalli	21st August 1871	10			10	6	10		56	0 0
15		Tirakanabbi	Tirakanabbi	13th May 1869	38	2		40	36	40		84	0 0
16		Réghavapura	Réghavapura	10th Feb. 1872	25			25	23	25		28	0 0
17		Haralenahalli	Haralenahalli	21st May 1869	18			18	16	18		84	0 0
18		Hangala	Hangala	8th Feb. 1872	10			10	6	10		21	0 0
19	Chámarájanagara	Alúru	Honnu	11th March 1870	21			21	15	21		84	0 0
20		Ummattúru	Ummattúru	6th Feb. 1861	14			14	12	14		84	0 0
21		Uyamballi	Hanve	5th July 1871	18			18	13	18		63	0 0
22		Kágalvádi	Kágalvádi	25th Feb. 1869	35			35	33	35		84	0 0
23		Kelsúru	Kelsúru	21st Sept.	13			13	10	13		56	0 0
24		Kotalvádi	Kotalvádi	25th Dec. 1870	10			10	9	10		84	0 0
25		Chámarájanagara	Rámasamudra	13th May 1869	24			24	21	24		84	0 0

No. 4.

(*Continued.*)

1	2	3	4	5	6	7	8	9	10	11	12	13	14
No.	Talook.	Hóbli.	Village in which School is established.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.	Remarks.
					Hindús.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.		
MYSORE DISTRICT (*Continued.*)													
26	Chámarájanagara (*Contd.*)	Dásanúru	Karya	2nd March 1870 ...	16	.....		16	13	16	...	28 0 0	
27		Dévanúra	Tagalúru	4th October 1870.	51	.....		51	49	51	...	84 0 0	
28		Byádarapura	Byádarapura	29th January 1872	13	.....		13	5	13	...	21 0 0	
29		Santémárahalli	Kudúru	12th May 1869 ...	41	.....		41	56	41	...	84 0 0	
30		Honganúra	Honganúru	24th May 1870 ...	19	.....		19	16	19	...	84 0 0	
31	Talakádu	Talakádu	Talakádu	24th Feb. 1869 ...	27	2	...	29	26	29	...	84 0 0	
32		Táyúru	Táyúru	29th Dec. 1870 ...	30	2	...	32	29	32	...	84 0 0	
33		Narasípura	Nelsóge	10th August 1871.	22	.....		22	18	22	...	53 11 10	
34		Parigala	Balahavádi	2nd June 1870 ...	20	.....		20	16	20	...	84 0 0	
35		Mógúra	Mógúru	17th May 1869 ...	30	.....		30	25	30	...	84 0 0	
36		Rangasamudra	Gargéswari	30th Dec. 1870 ...	43	2	...	45	35	45	...	75 10 4	
37		Sósale	Sósale	28th Dec. 1870 ...	28	1	...	29	20	29	...	84 0 0	
38	Nanjanagúdu	Kalale	Kalale	23rd Feb. 1869 ...	57	.....		57	53	57	...	144 0 0	
39		Nanjanagúdu	Badanúlu	23rd January 1871	23	.....		23	20	23	...	84 0 0	
40		Badanaguppe	Kavalande	1st March 1869 ...	9	14	...	23	19	23	...	56 0 0	
41		Hadinára	Hadináru	16th March 1871..	29	.....		29	26	29	...	84 0 0	
42		Húra	Haginavalu	18th Feb. 1870 ...	13	.....		13	10	13	...	84 0 0	
43		Hedatale	Hedatale	17th Feb. 1870 ...	24	.....		24	23	24	...	84 0 0	
44	Periyápatna	Kaggunli	Kúnlápura	27th January 1872	10	.....		10	9	10	...	21 0 0	
45		Kirjáji	Kattémahalavádi	28th Dec. 1870 ...	18	.....		18	16	18	...	84 0 0	
46		Gavalagere	Gavalagere	7th Sept. 1869 ...	32	.....		32	29	32	...	56 0 0	
47		Chikkunda	Harve	10th August 1871.	22	.....		22	20	22	...	56 0 0	
48		Periyápatna	Periyápatna	2nd March 1869...	36	.....		36	31	36	...	84 0 0	
49		Bailakere	Bélakere	29th July 1871 ...	24	.....		24	20	24	...	56 0 0	
50		Bettadapura	Bettadapura	20th March, 1871.	55	.....		55	51	55	...	84 0 0	
51		Rávandúru	Rávandúru	18th July 1871 ...	28	.....		28	26	28	...	56 0 0	
52		Hárnahalli	Avarti	5th July 1871 ...	13	.....		13	10	13	...	56 0 0	
53		Heggandúra	Hanagódu	25th January 1872.	15	.....		15	13	15	...	21 0 0	
54	Mallavalli	Kabbála	Singarájapura	1st July 1871 ...	17	.....		17	15	17	...	63 0 0	
55		Kirgávalu	Kirgávalu	8th March 1870...	18	3	...	21	16	21	...	84 0 0	
56		Kálagere	Kálagere	20th August 1871.	16	.....		16	13	16	...	56 0 0	
57		Kódamballi	Kódamballi	1st July 1871 ...	14	1	...	15	13	15	...	63 0 0	
58		Gandagere	Bánavamudra	1st July 1871 ...	19	2	...	21	15	21	...	83 0 0	
59		Mallavalli	Rágibommanahalli	3rd July 1871 ...	12	.....		12	9	12	...	63 0 0	
60	Madhúra	Ane	Besagarahalli	19th June 1871 ...	18	.....		18	16	18	...	65 12 9	
61		Atakúra	Kestúru	20th Sept. 1870 ...	21	.....		21	17	21	...	84 0 0	
62		Kudarégundi	Kudarégundi	6th February 1871.	17	.....		17	15	17	...	84 0 0	
63		Tippúru	Tippúru	20th Dec. 1869 ...	14	.....		14	13	14	...	84 0 0	
64		Doddarasanakere	Doddarasanakere	9th March 1871...	15	.....		15	13	15	...	84 0 0	
65		Madúru	Déshahalli	27th Feb. 1871 ...	18	.....		18	17	18	...	84 0 0	
66	Mandya	Kottatti	Guttala	30th October 1870.	22	.....		22	20	22	...	84 0 0	
67		Dodda	Mudagundúru	1st March 1869 ...	25	.....		25	23	25	...	84 0 0	
68		Basarálu	Basarálu	13th March 1869.	22	.....		22	20	22	...	84 0 0	
69		Muttigere	Muttigere	13th March 1862.	17	.....		17	16	17	...	84 0 0	
70		Mandya	Sátanúru	15th May 1869 ...	30	.....		30	26	30	...	77 0 0	
71		Yeliyúru	Holalu	24th Dec. 1869 ...	10	.....		10	9	10	...	84 0 0	
72	Mysore	Anandúra	Anandúru	6th May 1869 ...	15	.....		15	11	15	...	42 0 0	
73		Ilavála	Ilavála	31st Dec. 1869 ...	30	2	...	32	27	32	...	84 0 0	
74		Kódanhalli	Sollépura	28th Dec. 1869 ...	30	.....		30	25	30	...	84 0 0	
75		Navishahar	Nágenahalli	24th July 1871 ...	20	.....		20	18	20	...	63 0 0	

No. 4. (*Continued.*)

1	2	3	4	5	6	7	8	9	10	11	12	13	
No.	Taluk.	Hôbli.	Village in which School is established.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.	Remarks.
					Hindús.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.		
Mysore District.													
76	Mysore (*Continued*) ...	Mysore	Paḷuvanhalli	3rd March 1870 ...	23	...	...	23	17	23	...	84	0 0
77		Lingámbudhi	Hinchallu	18th May 1869 ...	19	...	...	19	18	19	...	84	0 0
78		Varkódu	Varkódu	1st July 1871 ...	21	...	...	21	18	21	...	63	0 0
79		Simbuvalli	Atrahalli	23rd Feb 1870 ...	18	...	...	18	16	18	...	84	0 0
80	Yedatore	Tippúru	Tippúru	8th Feb 1870 ...	31	...	...	31	25	31	...	84	0 0
81		Bédarahalli	Bédarahalli	23rd Feb. 1869 ...	40	...	...	40	35	40	...	84	0 0
82		Mirle	Mirle	22nd Feb. 1869 ...	26	...	...	26	23	26	...	84	0 0
83		Yedatore	Chamlapúra	3rd July 1871 ...	15	...	...	15	13	15	...	63	0 0
84		Sáligráma	Sáligráma	8th May 1869 ...	28	...	...	28	25	28	...	84	0 0
85		Havalanahalli	Havalanahalli	8th May 1869 ...	21	...	...	21	19	21	...	84	0 0
86		Halli Maisúru	Halli Maisúru	8th January 1872...	15	...	...	15	13	15	...	21	0 0
87	Yelandúru	Maddúru	Maddúru	17th May 1869 ...	12	...	...	12	10	12	...	84	0 0
88	Heggaladévanakóte ...	Antarasante	Jóginéale	22nd Feb. 1869 ..	22	...	...	22	20	22	...	84	0 0
89		Hinnahalli	Hampápura	25th August 1871.	14	...	...	14	12	14	...	56	0 0
90		Neruvahalli	Seggere	27th January 1872.	13	...	...	13	11	13	...	21	0 0
91		Sangúru	Beltúru	23rd August 1871.	29	...	...	29	23	29	...	56	0 0
92		Heggaladévanakóte... ..	Heggaladévanakóté ...	11th August 1871.	23	...	...	23	16	23	...	56	0 0
				Total.....	2,034	41	1	2,106	1,864	2,103	...	6,578	2 11
Hassan District.													
1	Arsikerè	Kónanúru	Kónanúru	20th Dec. 1869 ...	15	...	...	15	13	15	...	84	0 0
2		Krishnarájakatte	Rudrápatna	15th March 1869...	29	1	...	30	27	30	...	84	0 0
3		Hanasóge	Hanasoge	10th March 1869...	20	...	...	20	17	20	...	84	0 0
4		Basavápatna	Basvápatna	6th Jan. 1871 ...	25	...	...	25	20	25	...	84	0 0
5		Marúru	Marúru	25th Dec. 1870 ...	25	...	...	25	22	25	...	84	0 0
6		Arakalgúdu	Vaddarahalli	Do	24	...	...	24	20	24	...	70	0 0
7		Kesavattúru	Banúru	12th Aug. 1871 ...	22	...	...	22	18	22	...	48	1 0
8		Mallipatna	Doddahemmatti	24th Dec. 1870 ...	13	...	...	13	10	13	...	84	0 0
9	Mahárájasadurga ...	Ponnáthapura	Ponnáthapura	8th March 1869 ...	15	...	...	15	11	15	...	84	0 0
10		Gorúru	Gorúru	22nd Feb. 1870 ...	9	...	...	9	9	9	...	84	0 0
11		Muttige	Bhartúru	20th Dec. 1870 ...	16	...	...	16	13	16	...	84	0 0
12		Belagólu	Belagódupéte	18th August1871...	31	...	...	31	29	31	...	56	0 0
13		Billu	Kenchammanahoskóte ...	10th do ...	31	...	...	31	27	31	...	56	0 0
14		Pálya	Pálya	18th do ...	12	...	...	12	10	12	...	56	0 0
15		Chikkakamagala	Kanatúru	30th Sept. 1871 ...	14	...	...	14	12	14	...	49	0 0
16		Alúru	Hasagannúru	18th August 1871...	15	3	...	18	14	18	...	56	0 0
17	Manjarábád	Bansakal'u	Kemlalamata	24th January 1872	9	...	...	9	7	9	...	21	0 0
18		Mudagere	Mudagere	10th March 1869...	13	...	...	13	11	13	...	84	0 0
19		Vuggihalli	Vuggihalli	24th January 1872	10	...	...	10	9	10	...	21	0 0
20		Manjarábád	Anéanahalu	17th August 1871.	15	...	...	15	13	15	...	54	10 3
21		Baikere...	Baikere	29th January 1872.	24	...	...	24	20	24	...	21	0 0
22		Bellúru	Bellúru	11th Sept. 1871 ...	10	...	...	10	9	10	...	54	10 3
23		Hettúru	Hettúru	12th August 1871 .	35	...	...	35	32	35	...	54	10 3
24		Yesalúru	Yesalúrupéte	16th do ...	12	...	...	12	9	12	...	56	0 0
25		Basle	Maragutturu	6th Feb 1872 ...	10	...	...	10	8	10	...	21	0 0
26	Bélúru	Bélúru...	Tagare	15th January 1872.	23	...	...	23	19	23	...	21	0 0
27		Andale	Hátere...	29th May 1869 ...	12	...	...	12	10	12	...	84	0 0
28		Adagúru	Adagúru	8th March 1869 ...	13	...	...	13	12	13	...	84	0 0
29		Mélúpálu	Aggalala	do	9	..	...	9	7	9	...	84	0 0

No. 4. (*Continued.*)

1	2	3	4	5	6	7	8	9	10	11	12	13	
Number.	Taluk.	Hôbli.	Village in which School is established.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.	Remarks.
District.					Hindû.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.		
30	Belûru (*Continued*) ...	Nerve	Gônihôlu	22nd March 1869	16	1	...	17	15	17	...	84	0 0
31		Arêholli	Sâdlarahalli	15th January 1872	13	...	...	13	11	13	...	21	0 0
32		Halêbîdu	Halêbîdu	do ...	37	...	...	37	33	37	...	21	0 0
33		Lakkunda	Kesagôdu	do ...	15	...	...	15	12	15	...	21	0 0
34	Hassan	Hassa	Idvanahalli	29th Nov. 1871 ...	19	...	...	19	17	19	...	35	0 0
35		Mâêholli	Agani	10th March 1869 ...	19	...	...	19	14	19	...	84	0 0
36		Sâlî-kmê	Sâligâme	5th March 1869 ...	11	...	5	16	14	16	...	84	0 0
37		Gr...ma	Grâma	25th March 1869...	33	...	...	33	28	33	...	84	0 0
38		Kanchika	Ambuga	25th Jan. 1871 ...	27	...	...	27	25	27	...	84	0 0
39		Kenagâlu	Kiragalâlu	8th August 1871...	15	...	...	15	12	15	...	56	0 0
40		Honnavâra	Chikkatâlûru	18th May 1869 ...	17	...	...	17	15	17	...	84	0 0
41		Attâvâra	Hengu...	18th March 1871...	20	...	...	20	17	20	...	84	0 0
42	Hârnahalli	Kalyâdi	Sâgâre...	28th August 1871.	10	...	...	10	9	10	...	53	1 0
43		Kuruvanka	Kuruvanka	20th January 1871	10	...	...	10	9	10	...	21	0 0
44		Arsikere	Arsikere	1st Feb. 1872 ...	18	...	...	18	14	18	...	21	0 0
45		Kittanakere	Doddanêtkarke	13th August 1871 .	25	...	...	25	21	25	...	56	0 0
46		Gandasi	Gandasi	17th Dec. 1870 ...	28	2	...	30	26	30	...	84	0 0
47		Hârnahalli	Dêshâni	12th August 1871 .	14	..	...	14	13	14	...	56	0 0
48	Chennarâyapatna ...	Chennarâyapatna	Chennarâyapatna	19th July 1871 ...	15	...	...	15	15	15	...	63	0 0
49		Nuggehalli	Jambûru	29th Dec. 1870 ...	16	...	...	16	14	16	...	84	0 0
50		Dânga	Aggrahârbelagula	22nd Dec. 1870 ...	15	...	...	15	12	15	...	84	0 0
51		Anati	Navale	7th August 1871 .	15	...	...	15	12	15	...	56	0 0
52		Bâgûru	Bâgûru	22nd July 1871 ...	24	...	...	24	23	24	...	67	0 0
53		Anêkere	Mallalu	24th Dec. 1870 ...	20	...	...	20	18	20	...	84	0 0
54		Yeraganâlu	Yeraganâlu	7th August 1871...	10	...	...	10	7	10	...	56	0 0
55		Hirisâve	Hirisâve	21st Dec. 1870 ...	4	...	...	4	3	4	...	84	0 0
56		Sravanabelagula	Sravanabelagula	27th do ...	31	1	...	32	26	32	...	84	0 0
57	Nâgamangala	Nâgamangala	Mô'alahalli	9th Jan. 1871 ...	9	...	...	9	6	9	...	61	5 10
58		Bhîmanahalli	Dêvalâpura	8th March 1869 ...	27	6	...	33	30	33	...	84	0 0
59		Mannahalli	Chinya	14th Jan. 1870 ...	40	...	...	40	36	40	...	84	0 0
60		Bindiganavale	Bindiganavale	29th Dec. 1870 ...	25	...	...	25	19	25	...	77	0 0
61		Belûru	Belûru	29th do ...	55	...	...	55	52	55	...	84	0 0
62		Nâgtihalli	Nâgtihalli	18th July 1871 ...	21	...	...	21	19	21	...	50	2 0
63		Yelâhalli	Yelâhalli	17th do ...	4	...	...	4	4	4	...	50	0 0
64	Attikuppa	Attikuppa	Agrahârahâchahalli ...	28th Dec. 1870 ...	9	...	...	9	9	9	...	84	0 0
65		Sindhugatta	Jâginakere	6th March 1870 ...	41	...	...	41	36	41	...	84	0 0
66		Mêlkôte	Mêlkôte	29th Nov. 1869 ...	77	...	...	77	69	77	...	119	0 0
67		Bâmanakere	Bâmanakere	1st Sept. 1870 ...	20	...	...	20	18	20	...	84	0 0
68		Kannambâdi	Kannambâdi	29th Dec. 1870 ...	31	...	...	31	26	31	...	84	0 0
69		Akkihebbâlu	Akkihebbâlu	24th do ...	29	...	...	29	26	29	...	84	0 0
70		Kikkêri	Kikkêri	29th do ...	35	...	...	35	33	35	...	84	0 0
71		Santebâchahalli	Santebâchahalli	9th March 1869 ...	23	...	...	23	20	23	...	84	0 0
72		Chinkurli	Chettanagere	13th May 1871 ...	17	...	...	17	14	17	...	77	0 0
73	Narasipura	Narasipura	Hippe	29th Dec. 1870 ...	19	...	...	19	17	19	...	84	0 0
74		Nêluvani	Tâlenahalli	29th do ...	19	1	...	20	16	20	...	84	0 0
75		Mâvinakere	Halêkôte	8th March 1869 ...	31	...	...	31	29	31	...	149	0 0
76		Ganni	Ganni Agrahâra	29th Dec. 1870 ...	16	...	...	16	14	16	...	84	0 0
77		Mâdâpura	Mâdâpura	15th May 1869 ...	14	1	...	15	14	15	...	84	0 0
					1,570	165		1,591	1,380	1,591	...	5,290	15 3

No. 4. (*Continued.*)

No.	District.	Taluk.	Hôbli.	Village in which School is established.	When established.	Number of Pupils on the Rolls at the end of the year. Hindús.	Mahomedans.	Others.	Total.	Average Number of Pupils attending daily	Number of Pupils studying in each language. Kanarese.	Telugu.	Total Annual Cost.	Remarks.
1	Shimoga District.	Shimoga	Holéhonnúru	Sanváshedamaggi	March 1869 ...	25	1	...	26	20	26	...	144	0 0
2			Anavéri	Máddalalu	do ...	50	...	...	50	49	50	...	84	0 0
3			Shimoga	Malli	September 1869 ...	45	...	...	45	43	45	...	84	0 0
4			Kúlli	Pillangere	September 1870 ...	26	5	...	31	27	31	...	84	0 0
5			Gajanúru	Gajanúru	do ...	18	...	...	18	16	18	...	84	0 0
6			Haranagatte	Súttulóte	do 1869 ...	26	...	...	26	23	26	...	84	0 0
7			Kúdligere	Arakere	August 1870 ...	26	...	...	26	25	26	...	84	0 0
8			Benkipura	Benkipura	do ...	20	...	...	20	20	20	...	84	0 0
9			Holalúru	Holénarasavadi	March 1870 ...	35	...	...	35	33	35	...	73	0 0
10		Chennagiri	Naillúru	Nallúru	March 1869 ...	15	5	...	20	20	20	...	84	0 0
11			Hodigere	Hodigere	March 1870 ...	28	2	...	30	25	30	...	84	0 0
12			Dévarahalli	Dévarahalli	August 1870 ...	22	1	...	23	22	23	...	84	0 0
13			Rájagondanahalli	Pádamatti	do ...	31	...	...	31	29	31	...	84	0 0
14			Kógalúru	Kógalúru	March 1872 ...	10	...	...	10	9	10	...	7	0 0
15			Chennagiri	Mudigere	do ...	12	...	...	12	10	12	...	7	0 0
16		Kávaledurga	Malúru	Mayáhi	March 1870 ...	27	...	...	27	25	27	...	84	0 0
17		Honáli	Honnáli	Honnáli	August 1870 ...	45	5	...	50	48	50	...	84	0 0
18			Kumsi	Kumsi	March 1869 ...	27	...	...	27	23	27	...	72	0 0
19			Chillúru	Chillúru	March 1872 ...	12	...	...	12	6	12	...	7	0 0
20			Harulhalli	Harulhalli	do ...	15	...	...	15	13	15	...	7	0 0
21		Shikáripura	Adagani	Adagani	September 1869 ...	30	8	...	38	36	38	...	75	0 0
22			Belagávi	Malúru	March 1870 ...	26	...	...	26	23	26	...	84	0 0
23		Soraba	Soraba	Mutakuppe	August 1870 ...	22	2	...	24	20	24	...	84	0 0
24			Tavanandi	Kerchalli	do ...	20	...	...	20	19	20	...	84	0 0
25			Anavatti	Anavatti	March 1871 ...	82	6	...	88	75	88	...	84	0 0
26			Kyásanúru	Nisarani	do ...	26	...	...	26	23	26	...	84	0 0
27			Kelali	Kelali	August 1870 ...	23	...	...	23	17	23	...	84	0 0
28			Tadagalale	Tadagalale	March 1870 ...	10	...	...	10	9	10	...	84	0 0
29			Talakuppe	Talakuppe	August 1870 ...	19	...	...	19	16	19	...	84	0 0
30			Sirsvanti	Paralavalli	do ...	19	...	...	19	16	19	...	84	0 0
31		Anantapura	Agrahára	Tyágarti	March 1870 ...	14	...	...	14	13	14	...	84	0 0
32			Choradi	Choradi	do ...	15	...	...	15	12	15	...	82	0 0
						821	35	...	856	763	856	...	2,407	11 10
1	Kadoor District.	Chikkamagalúru ...	Basavanahalli	Basavanahalli	April 1871 ...	22	2	...	24	20	24	...	84	0 0
2			Hirémagalúru	Dandanakki	February 1871 ...	28	5	...	33	30	33	...	84	0 0
3			Lakkya	Lakkya	March 1869 ...	26	3	...	29	25	29	...	84	0 0
4			Mattavara	Mugirihalli	do ...	13	5	...	18	16	18	...	82	0 0
5			Malalúru	Malalúru	do ...	27	...	...	27	25	27	...	84	0 0
6			Balavádi	Balavádi	do ...	16	...	...	16	13	16	...	84	0 0
7			Karagada	Karagada	December 1869 ...	25	2	...	27	24	27	...	83	0 0
8			Kenkere	Hilkeriballi	August 1870 ...	31	2	...	33	30	33	...	84	0 0
9			Morle	Morle	February 1870 ...	12	...	...	12	10	12	...	84	0 0
10			Hulikere	Hulikere	October 1871 ...	35	...	...	35	30	35	...	35	0 0
11			Kalasápura	Jevanahalli	March 1872 ...	9	...	...	9	9	9	...	7	0 0
12			Nárasapura	Yemmésandi	February 1871 ...	10	...	...	10	9	10	...	58	12 0
13		Wastára	Wastára	Kaluvalli	August 1870 ...	17	...	...	17	15	17	...	84	0 0
14			Bádranádu	Chikkamagavalli	April 1870 ...	12	6	...	18	16	18	...	84	0 0

No. 4. (*Continued.*)

1	2	3	4	5	6	7	8	9	10	11	12	13	
Number.	Taluk.	Hóbli.	Village in which School is established.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily	Number of Pupils studying in each language.		Total Annual Cost.	Remarks.
District.					Hindús.	Mahomedans.	Others.	Total.		Kanarese.	Telegu.		
Kadoor District (*Continued.*)													
15	Wastára (*Continued.*) ...	Mélubangádi	Járuli	October 1871 ...	12	...	...	12	10	12	...	35	0 0
16		Kalasa	Kalasa	January 1872 ...	12	...	...	12	10	12	...	14	0 0
17		Kadagalnádu	Hosahalli	November 1869 ...	13	...	...	13	13	13	...	49	0 0
18		Anáru	Anáru	March 1869 ...	15	...	...	15	15	15	...	70	0 0
19	Koppa	Hariharapura	Hariharapura	October 1871 ...	20	...	...	20	16	20	...	35	0 0
20		Koppa	Koppa	do ...	12	...	...	12	11	12	...	35	0 0
21		Bhandigadipura	Bhandigadipura	March 1872 ...	16	...	...	16	13	16	...	7	0 0
22		Baggunji	Baggunji	do ...	20	...	...	20	19	20	...	7	0 0
23	Lakkuvalli	Lakkuvalli	Lakkuvalli	October 1871 ...	24	...	...	24	20	24	...	35	0 0
24	Tarikere	Lingadahalli	Lingadahalli	June 1871 ...	16	2	...	16	15	16	...	83	0 0
25		Dorenahálu	Donenahálu	August 1870 ...	28	4	...	30	26	30	...	84	0 0
26		Ajjanpura	Ajjanpura	February 1871 ...	59	...	...	63	59	63	...	84	0 0
27		Sirane...	Sirane	October 1871 ...	20	...	...	20	16	20	...	35	0 0
28		Kádúra	Kádúra	December 1871 ...	30	...	...	30	26	30	...	21	0 0
29		Távarekere	Távarekere	March 1872 ...	15	...	...	15	12	15	...	7	0 0
30		Chelanahalli	Chelanahalli	do ...	15	...	...	15	13	15	...	7	0 0
31	Kaloor	Patnagere	Saraswatipura	March 1869 ...	13	...	...	13	10	13	...	84	0 0
32		Nidaghatta	Nidaghatta	August 1870 ...	23	2	...	25	20	25	...	84	0 0
33		Brahmasandra	Brahmasandra	September 1870 ...	16	...	...	16	14	16	...	84	0 0
34		Yegati	Yegati	March 1872 ...	15	...	...	15	13	15	...	7	0 0
35	Bánávára	Jávagallu	Jávagallu	March 1870 ...	12	...	...	12	10	12	...	83	1 1
36		Belagúra	Belagúra	August 1870 ...	10	...	...	10	9	10	...	84	0 0
37		Dévanúru	Dévanúru	October 1871 ...	13	...	...	13	10	13	...	35	0 0
38		Arikere...	Arikere...	March 1872 ...	6	...	...	6	6	6	...	7	0 0
39		Bendikere	Bendikere	do ...	10	...	...	10	8	10	...	7	0 0
					728	33	..	761	666	761	...	2,105	5 9
Chitaldroog District													
1	Chitaldroog	Siddappanahalli	Siddappanahalli	5th Oct. 1871 ...	57	...	...	57	53	57	...	41	1 6
2		Chitaldroog	Ranganpanahalli	1st April 1869 ...	17	...	...	17	15	17	...	84	0 0
3		Tálya	Tálya	1st March 1870 ...	45	...	...	45	43	45	...	84	0 0
4		Chitrahalli	Godabanahalli	1st April 1869 ...	16	...	...	16	13	16	...	84	0 0
5		Turuvanúru	Turuvanúru	1st September 1869	37	...	...	37	35	37	...	84	0 0
6		Kyásapura	Janakonda	1st March 1872 ...	15	...	...	15	13	15	...	7	0 0
7	Hosadurga	Bágúru...	Bágúru	1st April 1869 ...	56	...	...	56	53	56	...	144	0 0
8		Hosadurga	Kanguvalli	1st Oct. 1871 ...	20	...	...	20	16	20	...	42	0 0
9		Holalkere	Holalkere	1st Nov. 1871 ...	56	2	...	58	53	58	...	35	0 0
10		Bámagiri	Bámagiri	1st March 1872 ...	19	...	...	19	16	19	...	7	0 0
11		Janakallu	Janakallu	do ...	25	...	...	25	23	25	...	7	0 0
12	Harihara	Kondajji	Bákí	1st Nov. 1870 ...	19	...	...	19	16	19	...	84	0 0
13	Dávanagere	Dávanagere	Betúru...	1st March 1870 ...	29	...	...	29	25	29	...	84	0 0
14		Anabe	Anabe	1st Oct. 1871 ...	10	...	...	10	9	10	...	42	0 0
15	Molakálumúru ...	Molakálumúru	Benanagondanahalli ...	do ...	30	...	...	30	25	30	...	42	0 0
16		Siddápura	Siddápura	1st March 1872 ...	25	...	...	25	23	25	...	7	0 0
17	Pávagada	Pávagada	Kannadi	do ...	18	...	...	18	16	18	...	84	0 0
18		Mavahalbetta	Anakere	1st April 1869 ...	20	...	...	20	18	20	...	84	0 0
19		Rácherlu	Rácherlu	1st March 1872 ...	10	...	...	10	9	10	...	7	0 0
20		Gummagatte	Gummagatte	do ...	10	...	...	10	8	10	...	7	0 0

No. 4. (Continued.)

1	2	3	4	5	6	7	8	9	10	11	12	13	
No.	Taluk.	Hóbli.	Village in which School is established.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.			Remarks.
District.					Hindús.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.				
Chitteldroog District (Contd.)															
21	Pávagada (*Continued*) ...	Ponnasamudra ...	Pallavalli ...	1st March 1872 ...	10	...	...	10	9	10	...	7	0	0	
22		Nidagallu ...	Nidagallu ...	do	10	...	...	10	9	10	...	7	0	0	
23	Doddéri	Náyakanahatti ...	Náyakanahatti ...	16th Dec. 1870 ...	29	...	...	29	26	29	...	84	0	0	
24		Jájúru... ...	Oblápura ...	1st March 1872 ...	25	...	...	25	23	25	...	7	0	0	
25		Talaku... ...	Talaku	do	10	...	...	10	9	10	...	7	0	0	
26	Hiriyúru	Iyamangala ...	Hanati	15th Feb. 1871 ...	14	...	...	14	13	14	...	61	9	6	
27		Mattódu ...	Mattódu ...	1st March 1872 ...	40	...	...	40	35	40	...	7	0	0	
28		Dharmapura ...	Arigajji ...	do	10	...	...	10	9	10	...	7	0	0	
29		Jávagondanahalli ...	Kóllihalli ...	do	12	...	...	12	9	12	...	7	0	0	
30	Bódihálu	Bódahálu ...	Hegrere ...	15th Feb. 1871...	25	...	...	25	20	25	...	84	0	0	
31		Kandikere ...	Kandikere ...	1st May 1871 ...	19	...	...	19	17	19	...	77	0	0	
32		Timmanahalli ...	Timmanahalli ...	26th April 1871 ...	15	...	...	15	13	15	...	78	2	8	
33		Huliyára ...	Yelanádu ...	1st March 1872 ...	12	...	...	12	9	12	...	7	0	0	
34		Muddénahalli ...	Navile... ...	do	8	...	...	8	6	8	...	7	0	0	
					773	2	...	775	690	775	...	1,507	13	8	

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
Bangalore, 12*th June* 1872.

J. GARRETT,
Director of Public Instruction.

No. 5.

INSTITUTIONS FOR GENERAL EDUCATION.

GRANTS-IN-AID Boys' Schools.

Annual Return for the year ending 31st March 1871—72.

1	2		3	4	5	6	7	8	9
No.	Name of Institution.	Locality.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls monthly.	Average Number of Pupils attending daily.
				Hindús.	Mahomedans.	Others.	Total.		
	Higher Class.								
	English.								
1	Bishop Cotton's School ...	Bangalore ...	1863	...	...	109	109	80	75
2	Saint Andrew's School ...	do	1866	...	...	59	59	54	50
	Anglo-Vernacular.								
3	London Mission Institution ...	Bangalore ...	1847	134	6	32	172	146	141
4	Native Educational Institution ...	do	1851	275	8	12	295	314	255
5	Wesleyan Mission School ...	Mysore ...	1855	187	3	3	193	186	152
		Total.....		596	17	215	828	780 *	673
	Middle Class.								
	English.								
6	Cantonment Orphanage ...	Bangalore ...	1866	...	...	52	52	52	52
7	Ordnance School	Fort do ...	1862	2	...	29	31	24	18
8	Saint John's District School ...	Bangalore ...	1854	10	3	68	81	70	74
	Anglo-Vernacular.								
9	London Mission Cantonment School	do ...	1854	107	7	9	123	106	100
10	Do do Aldéru School ...	do ...	1862	100	1	0	101	96	90
11	Saint Joseph's Catholic Seminary ...	do ...	1857	20	3	99	122	95	88
12	Saint Patrick's Catholic Seminary ...	do ...	1860	33	2	44	79	71	70
13	Saint Mary's Catholic Seminary ...	do ...	1854	20	...	...	20	18	19
14	Boys' Orphanage	Toomkoor ...	1865	22	...	...	22	22	22
		Total.....		314	16	301	631	554	533

10 A	10 B	10 C	10 D	10 E	11	12	13	14	15
Number of Pupils on the Rolls studying in each language at the end of the year.					Monthly Rate or Rate of Schooling Fee.	Receipts during the year.			
English.	Kanarese.	Hindustani.	Telugu.	Tamil.		From Government.	Proceeds of Endowments.	Local Rate or Assessment.	Subscription, Donation, &c.
109	...	...	...	...	3, 5, & 7 Rs.	3,736 0 0	...	...	...
59	...	...	...	2	3 to 6 Rs.	*10,031 0 0	...	...	...
172	172	...	...	...	4 As. to 1½ Rs.	2,090 0 0	...	...	...
295	270	...	...	...	8 As. to 2 Rs.	2,400 0 0	...	...	...
193	161	...	...	...	½, 1, 8, 12 As.	1,200 0 0	...	...	1,415 0 0
828	603	...	...	2		19,477 0 0	...	...	1,415 0 0
52	...	...	...	...	...	7,220 0 0	...	...	2,852 4 0
31	...	...	...	...	From 4 As. to 1½ Rs.	480 0 0	...	...	...
81	22	...	...	...	„ 4 As. to 1 Rs.	600 0 0	...	...	142 5 4
123	...	...	...	...	„ 4 As. to 1 Rs.	6 0 0	...	...	...
101	...	...	...	...	„ 8 As. to 1 Rs.	600 0 0	...	...	...
122	116	...	Latin24	...	„ 4 As. to 2 Rs.	1,200 0 0	24 0 0	30 0 0	...
79	79	...	...	...	„ 2 to 6 As.	960 0 0	...	...	700 0 0
14	20	...	10	...	4 to 1 Rs.	600 0 0	13 0 0	15 0 0	...
12	22	...	...	22	From 2 to 6 As.	360 0 0	...	...	160 10 8
615	259	...	34	22		12,620 0 0	37 0 0	45 0 0	3,955 4 0

* Building grant of Rs 7,631 included.

No. 5. *(Continued.)*

No.	Name of Institution.	Locality.	16	17	18	19	20	21	22	23	24	25	26	Remarks.
			Receipts during the year. *(Continued.)*			Charges during the year.				Difference.		Annual Cost of educating each Pupil.		
			Fees, Fines, &c.	Sale of Books.	Other Sources.	Total.	Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.	
	Higher Class.													
	English.													
1	Bishop Cotton's School	Bangalore	10,895 13 6	...	...	14,651 13 6	16,845 0 1	...	16,845 0 1	...	2,193 2 7	210 9 0	46 15 2	
2	Saint Andrew's School	do	3,092 8 0	...	...	13,123 8 0	5,149 1 0	7,769 7 6	12,918 8 6	204 15 6	...	424 6 6	185 12 1	
	Anglo-Vernacular.													
3	London Mission Institution	Bangalore	1,242 0 0	...	4,700 0 0	8,032 0 0	6,900 0 0	*890 0 0	7,790 0 0	242 0 0	...	53 5 8	14 5 0	
4	Native Educational Institution	do	2,408 0 0	...	4,600 0 0	9,408 0 0	9,408 0 0	...	9,408 0 0	...	...	29 12 2	7 10 3	
5	Wesleyan Mission School	Mysore	920 0 0	...	...	3,535 0 0	3,535 0 0	...	3,535 0 0	...	...	19 0 1	* 6 7 2	
		Total	18,538 5 6	...	9,300 0 0	48,750 5 6	41,837 1 1	8,659 7 6	50,496 8 7	446 15 6	2,193 2 7			
	Middle Class.													
	English.													
6	Cantonment Orphanage	Bangalore	...	...	...	10,172 4 0	3,339 7 6	†6,500 0 0	10,039 7 6	132 12 6	...	195 13 6	138 13 6	
7	Ordnance School	Fort do	164 4 0	...	...	644 4 0	612 0 0	32 11 4	644 11 4	...	0 7 4	26 13 4	20 0 0	
8	Saint John's District School	Bangalore	196 10 0	14 9 6	76 1 6	1,029 10 4	1,301 0 0	126 10 0	1,632 10 0	...	602 15 8	23 5 0	8 9 1	
	Anglo-Vernacular.													
9	London Mission Cantonment School	do	748 13 0	...	2,230 0 0	3,578 13 0	3,408 0 0	...	3,408 0 0	170 13 0	...	32 2 5	5 10 6	
10	do do Akalru School	do	273 0 0	...	1,870 0 0	2,743 0 0	2,460 0 0	200 0 0	2,660 0 0	83 0 0	...	27 11 4	6 0 8	
11	Saint Joseph's Catholic Seminary	do	192 3 0	...	2,579 0 0	4,025 3 0	4,053 0 0	190 0 0	4,243 0 0	...	217 13 0	44 19 6	12 10 1	
12	Saint Patrick's Catholic Seminary	do	80 0 0	52 0 0	75 0 0	1,867 0 0	1,690 0 0	160 0 0	1,850 0 0	17 0 0	...	26 0 10	13 8 4	
13	Saint Mary's Catholic Seminary	do	68 0 0	...	640 0 0	1,336 0 0	1,296 0 0	54 0 0	1,350 0 0	...	14 0 0	71 0 10	31 6 7	
14	Boys' Orphanage	Tumkoor	...	...	600 0 0	1,123 10 8	940 10 8	100 0 0	1,123 10 8	...	...	50 14 6	16 5 9	
		Total	1,722 14 0	66 9 6	8,070 1 6	26,516 13 0	19,505 2 2	7,443 5 4	26,948 7 6	403 9 6	835 4 0			

* Building grant of Rs. 890 included.
† Building grant of Rs. 6,500 included.

Office of the Director of Public Instruction,
Bangalore, 12th June 1872.

J. GARRETT,
Director of Public Instruction.

No.

INSTITUTIONS FOR

GRANTS-IN-AID

Annual Return for the year

No.	Name of Institution.	Locality.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls monthly.	Average Number of Pupils attending daily.
				Hindús.	Mahomedans.	Others.	Total.		
	Lower Class.								
1	St. Maria Raggol School ...	Bangalore	1854	...	...	41	41	41	37
	Anglo-Vernacular.								
2	Blackpalli Catholic School ...	Bangalore	1862	102	...	12	114	91	90
3	Catholic School, Mysore ...	Mysore	1861	176	3	8	187	141	135
4	Madras Mohammedan ...	Bangalore	1862	4	92	...	96	90	80
	Vernacular.								
5	Bangalore Sanskrit School ...	Bangalore	1870	35	...	...	35	30	28
6	Blackpalli Catholic School ...	Do	1865	78	...	...	78	75	75
7	Commissariat Hindustani School ...	Do	1864	...	20	...	20	20	20
8	Chintamani Sanskrit do ...	Chinthamani	1868	24	...	...	24	22	20
9	Chikka Ballapura do do ...	Chikka Ballapura ...	1865	51	...	...	51	50	35
10	Cheripete Hindustani do ...	Cheripete	1864	3	30	...	33	30	26
11	Chitaldrug Kanarese do ...	Singapura	1868	25	...	...	25	22	18
12	Dodda Ballapura Hindustani do ...	Do da Ballapura ...	1868	5	49	...	54	50	48
13	Gun Troop Tamil do ...	Bangalore	1864	66	...	...	66	55	38
14	Hennáli Hindustani do ...	Hennáli	1869	...	32	...	32	30	30
15	Hullydurga do do ...	Hullydurga	1869	2	33	...	35	31	28
16	Kunigalla do do ...	Kunigalla	1864	...	28	...	28	20	19
17	Kalasa Kanarese do ...	Kalasa	1864	5	...	5	10	9	9
18	Mahrata Anandia	Srinivásapura	1865	2	39	...	41	40	40
19	Do Islama	Bangalore	1860	1	114	...	115	110	107
20	Do Islamia	Chintámani	1856	...	31	...	31	30	26
21	Do Ibrahim	Etchimpilli	1840	...	27	...	27	24	22
22	Do Kadria	Bangalore	1863	...	164	...	164	160	158
23	Do Mahomedia	Chennapatna	1864	1	108	...	109	89	82
24	Do Al-hamdia	French Rocks	1865	...	41	...	41	40	38
25	Do Sultani	Bangalore	1863	...	72	...	72	70	68
26	Do do	Hunasiru	1858	...	39	...	39	38	25
27	Mádabhúta Sanskrit School ...	Mádabhúta	1862	111	...	...	111	82	63
28	Hindi Hindustani do ...	Hoodru	1868	...	25	...	25	23	20
29	Mágadi Sanskrit do ...	Mágadi	1870	36	...	...	36	27	25
30	Sabha Vidya Sidhanta Sabha School ...	Bangalore	1862	298	2	...	300	278	241
31	Seringapatam Sanskrit do ...	Seringapatam	1869	40	...	...	40	38	35
32	Shettahalli Catholic do ...	Shettahalli	1852	47	...	7	54	54	4
33	Hassan Hindustani do ...	Hassan	1866	2	39	...	41	40	37
34	Tyámagondlu Hindustani do ...	Tyámagondlu	1858	...	32	...	72	30	28
35	Weslm. Mission Pete do Main Street.	Bangalore	1859	108	..	...	108	103	93
36	Do do Market do ...	Mysore	1856	75	5	...	80	78	60
37	Do do Mysore do ...	Do	1857	62	41	3	106	96	90
38	Do do Toomkoor Fort Gate ...	Toomkoor	1842	81	...	...	81	80	64
39	Do do Kyátasandra do ...	Kyátasandra	1861	47	...	...	47	35	25
40	Do do Gubbi Pete do ...	Gubbi	1840	60	7	...	67	67	60
41	Do do Hoochalli do ...	Hoochalli	1843	30	5	...	35	35	27
42	Do do Kalléru do ...	Kalléru	1860	25	...	...	25	25	20
43	Do do Gúldru do ...	Guldru	1859	90	...	...	90	75	68
44	Do do Shimoga do ...	Shimoga	1866	60	13	...	73	65	60
45	Do do Kunigalla do ...	Kunigalla	1871	...	...	...	...	...	...
		Total		1,752	1,091	76	2,919	2,876	2,368

6.

GENERAL EDUCATION.

Boys' Schools.

ending 31st March 1871—72.

10 A	10 B	10 C	10 D	10 E	11	12	13	14	15	16
Number of Pupils on the Rolls studying in each language at the end of the year.					Monthly Rate or Rates of Schooling Fee.	Receipts during the year.				
English.	Kanarese.	Hindustani.	Telugu.	Tamil.		From Government.	Proceeds of Endowments.	Local Rate or Assessment.	Subscription, Donation, &c.	Fees, Fines, &c.
41	...	...	...	...	½ Anna.	180 0 0	6 8 0	... ...	210 0 0	12 3 6
79	29	...	...	35	1 Anna.	400 0 0	... ...	... ...	310 0 0	85 0 0
43	28	...	...	134	From 1 to 2 As.	300 0 0	... ...	... ...	180 0 0	57 0 0
...	5	96	...	...	From ½ to 4 As.	600 0 0	... ...	... ...	384 0 0	42 13 9
...	...	...	35	...	From ½ to 2 As.	480 0 0	... ...	... ...	369 10 0	14 11 0
...	...	...	...	78	1 Anna.	150 0 0	... ...	... ...	60 0 0	17 0 0
...	...	20	...	...	...	102 0 0	... ...	... ...	...	102 0 0
...	...	...	24	...	1 Anna.	120 0 0	... ...	... ...	144 0 0	16 0 0
...	...	...	20	...	1 do	180 0 0	... ...	... ...	120 0 0	8 12 0
...	...	33	...	...	1 do	120 0 0	... ...	... ...	...	64 8 0
...	25	...	...	...	From ½ to 1 As.	120 0 0	... ...	... ...	20 7 2	0 3 4
...	...	54	...	...	1 Anna.	120 0 0	4 0 0	... ...	125 0 0	33 0 0
7	...	...	...	60	...	96 0 0	... ...	... ...	...	... ...
...	...	32	...	...	...	120 0 0	114 3 1	... ...	...	22 7 0
...	...	35	...	...	1 Anna.	120 0 0	120 0 0	... ...	...	16 9 6
...	...	28	...	...	Do	120 0 0	... ...	... ...	120 0 0	21 12 6
...	10	...	...	...	Do	40 8 0	6 12 0	... ...	...	... ...
...	...	41	...	...	Do	240 0 0	... ...	... ...	240 0 0	26 0 0
...	...	115	...	...	From ½ to 1 As.	600 0 0	... ...	... ...	625 0 0	25 0 0
...	...	31	...	...	1 Anna.	120 0 0	... ...	... ...	220 0 0	19 8 0
...	...	27	...	...	Do	120 0 0	16 10 6	... ...	104 0 0	15 12 0
...	...	164	...	...	From ½ to 4 As.	600 0 0	... ...	... ...	648 0 0	112 0 3
...	...	109	...	...	From 1 to 3 As.	140 0 0	... ...	... ...	...	13 6 3
...	...	41	...	...	½ to 1 Anna.	120 0 0	... ...	... ...	...	10 11 5
...	...	72	...	...	1 Anna to 1 Rs.	240 0 0	... ...	... ...	258 0 0	52 0 0
...	...	39	...	...	½ to 1 Anna.	120 0 0	1 12 0	... ...	107 8 0	17 16 0
...	...	...	111	...	1 Anna.	480 0 0	... ...	... ...	360 0 0	32 0 0
...	...	25	...	...	Do	120 0 0	... ...	... ...	120 0 0	18 9 0
...	...	...	38	...	...	180 0 0	4 0 0	... ...	180 0 0	... ...
...	19	...	110	171	2 to 8 Annas.	600 0 0	... ...	... ...	105 12 9	476 13 0
...	...	...	40	...	1 Anna.	160 0 0	... ...	... ...	467 8 0	30 0 0
...	54	...	...	...	2 to 4 Annas.	180 0 0	... ...	... ...	190 0 0	25 0 0
...	...	41	...	...	½ to 1 Anna.	140 0 0	... ...	... ...	144 0 0	21 0 0
...	...	32	...	...	1 Anna.	120 0 0	... ...	... ...	120 0 0	18 2 0
16	108	...	...	...	1-2 and 4 Annas.	380 0 0	... ...	... ...	...	114 0 0
...	80	...	...	...	1 Anna.	570 0 0	... ...	... ...	321 0 0	15 0 0
...	45	41	...	...	...	380 0 0	... ...	... ...	288 0 0	12 0 0
...	81	...	...	...	1 Anna.	190 0 0	... ...	... ...	...	19 5 0
...	47	...	...	...	...	190 0 0	... ...	... ...	...	... ...
...	67	...	...	...	1 Anna.	190 0 0	... ...	... ...	87 8 0	24 6 0
...	33	...	...	...	Do	190 0 0	... ...	... ...	87 8 0	8 10 0
...	25	...	...	...	Do	190 0 0	... ...	... ...	87 8 0	9 14 0
...	90	...	...	...	...	190 0 0	... ...	... ...	...	... ...
...	73	...	...	...	...	190 0 0	... ...	... ...	107 0 0	30 0 0
...	...	...	...	...	...	90 0 0	... ...	... ...	...	... ...
186	812	1076	406	484	...	10,398 8 0	273 14 7	... ...	6,890 14 11	1,621 12 3

No. 6.

(Continued.)

Number	Name of Institution.	Locality.	17	18	19	20	21	22	23	24	25	26	Remarks.
			Receipts during the year (*Continued*)			Charges during the year.			Difference.		Annual Cost of educating each Pupil.		
			Sale of Books.	Other Sources.	Total.	Current.	Extraordinary.	Total.	Excess of Receipts over charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.	
	LOWER CLASS												
1	St. Mark's Raggal School	Bangalore	...	...	408 13 6	307 7 1	54 4 0	361 11 1	47 2 5	...	12 4	4 13 10	
	Anglo-Vernacular.												
2	Blackpalli Catholic School	Bangalore	...	410 0 0	1,205 0 0	1,240 0 0	25 0 0	1,265 0 0	...	60 0 0	13 14 5	4 11 7	
3	Catholic School, Mysore	Mysore	25 0 0	30 0 0	592 0 0	605 0 0	30 0 0	635 0 0	...	43 0 0	4 8 0	2 2 6	
4	Madrasa Mohammedia	Bangalore	...	...	1,226 13 9	1,171 0 0	55 13 9	1,226 13 9	...	...	13 9 11	6 10 8	
	Vernacular.												
5	Bangalore Sanskrit School	Bangalore	...	...	864 5 0	822 0 0	32 0 0	854 0 0	10 5 0	...	28 7 5	16 0 0	
6	Blackpalli Catholic School	Do	...	58 0 0	285 0 0	265 0 0	20 0 0	285 0 0	...	...	3 10 5	1 14 9	
7	Commissariat Hindustani School	Do	...	...	204 0 0	204 0 0	...	204 0 0	...	...	10 13 2	5 1 7	
8	Chintámani Sanskrit do	Chintámani	...	...	280 0 0	264 0 0	30 0 0	294 0 0	...	14 0 0	13 5 9	5 7 2	
9	Chikka Ballápura do do	Chikka Ballápura	...	...	306 12 0	415 8 0	...	415 8 0	...	106 12 0	8 4 11	3 9 7	
10	Closepète Hindustani do	Closepète	...	3 8 0	188 0 0	185 0 0	...	188 0 0	...	...	6 4 3	4 7 3	
11	Chetnahalli Kanarese do	Singapura	0 5 0	...	140 15 6	122 0 0	18 15 6	140 15 6	...	...	6 6 6	5 7 3	
12	Dodda Ballápura Hindustani do	Dodda Ballápura	9 0 0	...	291 0 0	291 0 0	...	291 0 0	...	...	13 1 10	2 6 4	
13	Gun Troop Tamil do	Pangalore	...	83 4 0	179 4 0	168 0 0	11 4 0	179 4 0	...	...	3 3 1	0 11 5	
14	Honnáli Hindustani do	Honnáli	...	...	256 10 1	240 0 0	16 10 1	256 10 1	...	...	8 8 10	4 3 0	
15	Huliyúrdurga do do	Huliyúrdurga	...	...	256 9 6	256 9 6	...	256 9 6	...	...	8 4 3	3 13 11	
16	Kunigallu do do	Kunigallu	...	...	261 12 0	261 12 0	...	261 12 0	...	...	13 1 4	6 7 6	
17	Kalasa Kanarese do	Kalasa	...	...	47 4 0	47 4 0	...	47 4 0	...	...	5 4 0	4 6 8	
18	Madrasa Ahmedia do	Srinivásapura	...	...	516 0 0	264 0 0	252 0 0	516 0 0	...	...	12 14 4	6 7 3	
19	Do Islamia	Bangalore	20 0 0	...	1,280 0 0	1,200 0 0	80 0 0	1,280 0 0	...	...	11 10 2	5 7 3	
20	Do Islamia	Chintámani	...	...	259 8 0	247 0 0	12 8 0	259 8 0	...	...	8 10 4	4 9 0	
21	Do Ibrahim	Etchimogalli	...	...	256 7 6	178 0 0	78 7 6	256 7 6	...	...	10 10 11	5 6 6	
22	Do Kutisia	Pangalore	...	...	1,360 0 3	1,296 0 0	64 0 3	1,360 0 3	...	...	8 8 0	3 12 6	
23	Do Mahomedia	Chennapatna	...	175 0 0	328 6 3	259 0 0	10 2 6	269 2 6	59 3 9	...	3 0 4	3 14 9	
24	Do Alahomedia	Fr nch Rocks	...	120 0 0	250 11 5	249 3 10	...	249 3 10	1 7 7	...	6 3 8	1 3 6	
25	Do Sultáni	Pangalore	...	...	550 0 0	514 0 0	36 0 0	550 0 0	...	...	7 13 8	3 6 10	
26	Do do	Hunsúru	...	0 10 0	247 12 0	240 0 0	7 14 0	247 14 0	...	0 2 0	6 9 2	3 3 2	
27	Mélukóte Sanskrit School	Mélukóte	...	...	812 0 0	792 0 0	20 0 0	812 0 0	...	...	9 14 3	5 13 7	
28	Hósúru Hindustani do	Hósúru	...	...	258 9 0	258 9 0	...	258 9 0	...	...	11 3 10	5 3 3	
29	Mágadi Sanskrit do	Mágadi	...	1 0 0	365 0 0	360 0 0	30 0 0	390 0 0	...	25 0 0	14 7 1	6 10 8	
30	Sadar Véda Siddánta Sabhá School	Pangalore	...	109 8 3	1,222 3 9	1,150 3 1	8 10 6	1,158 13 7	63 6 2	...	3 14 2	1 4 3	
31	Seringapatam Sanskrit do	Seringapatam	...	80 0 0	737 0 0	737 0 0	...	737 0 0	...	...	19 6 3	4 3 4	
32	Shettahalli Catholic do	Shettahalli	10 0 0	12 0 0	367 0 0	330 0 0	40 0 0	370 0 0	...	3 0 0	6 13 7	3 5 4	
33	Hasan Hindustani do	Hasan	...	78 12 0	383 12 0	336 0 0	35 0 0	371 0 0	12 12 0	...	9 4 4	3 4 6	
34	Tyámagondlu Hindustani School	Tyámagondlu	...	...	258 2 0	258 2 0	...	258 2 0	...	...	8 9 8	3 8 0	
35	Wesln. Mission Pète do Main Street	Bangalore	...	286 0 0	760 0 0	760 0 0	...	760 0 0	...	...	7 6 0	3 11 0	
36	Do do Market Street	Mysore	...	...	906 0 0	906 0 0	...	906 0 0	...	...	11 9 10	7 4 10	
37	Do do Mysore	Do	...	...	680 0 0	680 0 0	...	680 0 0	...	...	7 1 4	3 15 4	
38	Do do Toomkoor, Fort Gate	Toomkoor	...	286 4 6	495 9 6	417 4 6	78 5 0	495 9 6	...	...	6 3 1	3 1 0	
39	Do do Kyátasandra	Kyátasandra	...	77 5 4	267 5 4	237 5 4	30 0 0	267 5 4	...	...	7 10 2	5 6 10	
40	Do do Gubbi Pète	Gubbi	5 6 7	...	307 5 1	263 0 0	44 5 1	307 5 1	...	...	4 9 4	2 13 4	
41	Do do Hosahalli	Hosahalli	4 0 0	...	290 2 0	264 0 0	26 2 0	290 2 0	...	...	8 4 5	5 6 10	
42	Do do Kalúru	Kalúru	4 0 0	...	291 6 0	264 0 0	27 6 0	291 6 0	...	...	11 7 3	7 2 7	
43	Do do Gúlúru	Gúlúru	...	224 12 10	414 12 10	353 0 10	61 12 0	414 12 10	...	...	5 8 5	2 8 6	
44	Do do Shimoga	Shimoga	7 0 0	60 0 0	394 0 0	336 0 0	58 0 0	394 0 0	...	...	6 0 11	2 14 9	
45	Do do Kunigallu	Kunigallu	...	...	90 0 0	90 0 0	...	90 0 0	...	...	...	...	
			84 11 7	2,076 0 11	21,345 4 3	20,108 5 2	1,294 8 2	21,402 13 4	194 4 11	251 14 0	...	...	

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
Bangalore, 12th June 1872.

J. GARRETT,
Director of Public Instruction.

No 7.

INSTITUTIONS FOR GENERAL EDUCATION.

GRANT-IN-AID GIRLS' SCHOOLS.

Annual Return for the year ending 31st March 1871—72.

1	2	3	4	5	6	7	8	9	10 A	10 B	10 C	10D	10 E	11	12			13		14		15		
No.	NAME OF INSTITUTION.	LOCALITY.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls monthly.	Average Number of Pupils attending daily.	Number of Pupils on the Rolls studying in each language at the end of the year.					Monthly Rate or Rates of Schooling Fee.	Receipts during the year			From Government.		Proceeds of Endowments.		Local Rate or Assessment.		Subscription, Donation, &c.		
				Hindús.	Mahomedans.	Others.	Total.			English.	Kanarese.	Hindustáni.	Telugu.	Tamil.											
	ENGLISH.																								
1	Bishop Cotton's School ...	Bangalore... ...	1863	...	...	60	60	50	51	60	...	...	...	...	3, 4, 6 Rs.	1,584	0	0	...	...	...	...	...	...	...
2	St. John's District do ...	Do	1854	...	...	57	57	53	45	57	...	...	...	...	from 2 to 12 As.	600	0	0	...	...	...	...	...	142	5	4
3	English Girls' do ...	Do	1864	...	...	85	85	85	74	85	...	...	...	...	2 Rs.	360	0	0	...	...	...	...	...	29	0	0
4	Do Infants' do ...	Do	1854	...	...	74	74	70	54	74	...	...	...	...	from 2 to 8 As.	600	0	0	...	...	...	...	...	142	5	4
5	St. Bartholomew's Girls' School ...	Mysore	1870	...	...	14	14	14	14	14	...	...	..	...	½ to 1 Rupee	813	10	0	...	...	...	...	...	180	0	0
6	Wesleyan Mission School ...	Bangalore... ...	1865	...	...	54	54	50	48	54	..	..	...	...	3 Rs.	900	0	0	...	...	...	...	...	...	...	...
	ANGLO-VERNACULAR.																								
7	Convent of the Good Shepherd. ...	Do	1854	125	...	107	232	200	200	107	40	...	...	8	from 1 to 5 Rs.	1,200	0	0	...	...	...	...	...	240	0	0
8	London Mission Boarding School ...	Do	1842	...	...	31	31	30	29	31	31	...	...	...	...	600	0	0	...	...	...	...	...	1,326	1	10
9	Wesleyan Mission Orphan do ...	Do	1855	29	...	...	29	29	29	13	...	...	...	29	...	600	0	0	...	...	...	...	...	547	10	0
	VERNACULAR.																								
10	Alsúru Caste Girls' School ...	Do	1864	80	...	...	80	69	51	...	...	...	...	80	...	240	0	0	...	...	...	...	...	182	0	0
11	Blackpalli Catholic School ...	Do	1865	54	...	...	54	51	50	...	...	...	...	54	1 Anna	50	0	0	..	...	...	...	...	60	0	0
12	Hindu Female School ...	Do	1854	114	...	...	114	95	72	...	...	...	...	114	from 1 to 2 As.	600	0	0	...	...	...	...	...	125	14	2
	London Mission Day Schools.																								
13	Do do Arlépéte ...	Do	1863	104	6	1	111	109	92	...	111	...	...	...	...	266	0	0	...	...	...	...	...	300	0	0
14	Do do Cubbonpéte ...	Do	1858	83	...	8	91	88	64	...	91	...	...	...	...	216	0	0	...	...	...	...	...	261	0	0
15	Do do Hosapéte ...	Do	1867	90	...	2	101	90	74	...	101	...	...	30	...	216	0	0	...	...	...	...	...	261	0	0
16	Do do Kurubarapéte ...	Do	1863	118	...	1	119	102	88	...	119	...	...	...	...	274	0	0	...	...	...	...	...	354	0	0
17	Do do Yelágaulatahalli.	Do	1868	56	1	...	57	50	48	...	57	...	...	...	...	108	0	0	...	...	...	...	...	132	0	0
18	Do do do ...	Anchalla	1866	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
19	Do do do ...	Yelshanka ...	1867	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
20	Do do do ...	Kolár	1867	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
21	Mahomedan Female Educational Institution	Bangalore... ...	1867	...	105	...	105	95	85	...	...	105	...	...	from ½ to 1 Anna	600	0	0	...	...	...	...	...	720	0	0
22	Madras Nivan	Do	1869	...	45	...	45	42	40	...	...	45	...	...	from ¼ to ½ Anna	240	0	0	...	...	...	...	...	412	13	0
23	Mysore Catholic School ...	Mysore	1863	117	...	7	124	80	78	8	...	...	...	116	from 1 to 2 As.	300	0	0	...	...	...	...	...	200	0	0
24	Shethalli do	Shethalli	1864	35	...	...	35	33	30	...	35	...	...	...	from 2 to 3 As.	180	0	0	...	...	...	...	...	120	0	0
25	Shimoga Hindu Girls' School ...	Shimoga	1864	6	...	...	6	6	4	...	6	...	...	...	...	200	0	0	...	...	...	...	...	100	0	0
26	Wesleyan Mission Girls' Day School	Bangalore... ...	1857	163	...	...	163	150	112	13	163	...	...	...	...	960	0	0	...	...	...	...	...	1,113	6	8
27	Do do ...	Mandi Street, Mysore ...	1868	65	...	...	65	65	49	...	65	...	...	...	...	120	0	0	...	...	...	...	...	190	0	0
28	Do do ...	Srirámapéte, do ...	1864	70	...	...	70	70	47	...	70	...	...	...	...	120	0	0	...	...	...	...	...	191	6	0
29	Do do ...	Fort, Toomkoor ...	1868	77	...	...	77	76	49	...	77	...	...	...	...	240	0	0	...	...	...	...	...	689	2	10
30	Sanmárga Darshani Pállika Pátashále	Seringapatam ...	1869	35	...	...	35	30	25	...	35	...	...	...	...	120	0	0	...	...	...	...	...	349	0	0
		Total Rs.....	...	1,430	157	501	2,088	1,882	1,802	416	1,001	150	...	508		12,687	10	0	...	...	...	...	...	8,37.	1	2

No. 7.

(*Continued.*)

No.	Name of Institution.	Locality.	16	17	18	19	20	21	22	23	24	25	26	
			Receipts during the year. (*Continued.*)				Charges during the year.			Difference.		Annual Cost of educating each Pupil.		Remarks.
			Fees, Fines, &c.	Sale of Books.	Other Sources.	Total.	Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.	
	English.													
1	Bishop Cotton's School ...	Bangalore ...	2,455 12 0	... ...	90 0 6	4,429 12 0	4,902 13 11	... ...	4,902 13 11	... ...	473 1 11	98 0 11	37 10 10	
2	St. John's District do ...	Do ...	160 12 0	0 12 0	76 1 6	979 14 10	756 0 0	126 10 0	882 10 0	97 4 10	... ...	6 10 5	11 5 1	
3	English Girls' do ...	Do ...	1,673 0 0	... ...	... ...	2,062 0 0	2,292 0 0	81 0 0	2,373 0 0	... ...	311 0 0	27 14 8	4 3 9	
4	Do Infants' do ...	Do ...	168 0 0	5 2 6	76 1 6	991 9 4	390 0 0	126 10 0	516 10 0	474 15 4	... ...	7 6 1	8 9 1	
5	St. Bartholomew's Girls' School ...	Mysore ...	148 2 0	15 4 3	64 13 7	1,221 13 10	1,148 9 0	20 10 0	1,169 3 0	52 10 10	... ...	83 8 2	58 1 10	
6	Wesleyan Mission School ...	Bangalore ...	2,135 0 0	345 0 0	... ...	3,440 0 0	2,383 0 0	695 10 8	3,080 10 8	359 5 4	... ...	61 9 7	9 3 2	
	Anglo-Vernacular.													
7	Convent of the Good Shepherd ...	Do ...	620 0 0	60 0 0	380 0 0	2,500 0 0	2,670 0 0	125 0 0	2,795 0 0	... ...	295 0 0	13 11 2	6 0 0	
8	London Mission Boarding School ...	Do ...	... ...	... ...	1,515 0 0	3,441 1 10	3,780 1 10	... ...	3,780 1 10	... ...	339 0 0	126 0 0	20 0 0	
9	Wesleyan Mission Orphan do ...	Do ...	... ...	... ...	97 14 6	1,245 8 6	1,330 8 2	62 12 9	1,393 4 11	... ...	147 12 5	48 0 4	20 11 6	
	Vernacular.													
11	Alsûru Caste Girls' School ...	Do ...	... ...	9 4 4	358 8 0	789 12 4	474 11 5	330 8 11	805 4 4	... ...	15 8 0	11 10 11	3 7 7	
12	Blackpall Catholic do ...	Do ...	15 0 0	... ...	35 0 0	160 0 0	150 0 0	15 0 0	165 0 0	... ...	5 0 0	3 3 3	0 15 10	
12	Hindu Female School ...	Do ...	0 9 4	7 12 0	... ...	734 3 6	643 4 4	87 2 11	732 7 3	1 12 3	... ...	7 11 3	6 4 1	
	London Mission Day Schools.													
13	Do do Arlépéte ...	Do ...	6 1 0	... ...	400 0 0	972 1 0	800 0 0	... ...	800 0 0	172 1 0	... ...	7 5 3	2 7 0	
14	Do do Cubbonpéte ...	Do ...	5 1 0	... ...	282 0 0	764 1 0	665 0 0	... ...	665 0 0	99 1 0	... ...	7 8 10	2 7 3	
15	Do do Bowpéte ...	Do ...	8 8 6	... ...	282 0 0	767 8 6	665 0 0	... ...	665 0 0	102 8 6	... ...	7 0 2	2 6 4	
16	Do do Kurubarpéte ...	Do ...	8 15 3	... ...	446 0 0	1,082 15 3	864 0 0	... ...	864 0 0	218 15 3	... ...	8 7 6	2 10 11	
17	Do do Yelagandahalli ...	Do ...	4 13 6	... ...	141 0 0	285 13 6	332 0 0	... ...	332 0 0	53 13 6	... ...	6 10 2	2 2 6	
18	Do do do	Anekalla ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	
19	Do do do	Yelahanka ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	
20	Do do do	Kolár ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	
21	Mahomedan Female Educational Institution ...	Bangalore ...	55 0 0	15 0 0	... ...	1,290 0 0	1,320 0 0	70 0 0	1,390 0 0	... ...	12 12 8	14 10 1	6 4 1	
22	Mahrata Nivas ...	Do ...	15 4 2	... ...	... ...	668 1 2	672 0 0	8 13 11	680 13 11	... ...	25 0 0	16 3 9	5 11 5	
23	Mysore Catholic School ...	Mysore ...	50 0 0	20 0 0	20 0 0	590 0 0	570 0 0	45 0 0	615 0 0	... ...	... ...	7 11 0	3 14 0	
24	Shethalli do ...	Shethalli ...	30 0 0	10 0 0	10 0 0	390 0 0	330 0 0	40 0 0	360 0 0	... ...	... ...	10 14 6	5 7 3	
25	Shimoga Hindu Girls' School ...	Shimoga ...	... ...	... ...	... ...	300 0 0	300 0 0	... ...	300 0 0	... ...	... ...	... ...	... ...	
26	Wesleyan Mission Girls' Day School	Bangalore ...	... ...	... ...	... ...	2,093 6 8	1,470 0 0	500 0 0	1,970 0 0	123 6 8	... ...	13 2 1	6 0 10	
27	Do do ...	Mandi Street, Mysore ...	... ...	... ...	40 0 0	350 0 0	324 0 0	30 0 0	354 0 0	5 0 0	... ...	7 3 7	2 7 2	
28	Do do ...	Srirámapéte ...	... ...	... ...	40 0 0	380 10 0	350 0 0	50 0 0	399 0 0	... ...	8 6 0	5 4 4	1 11 3	
29	Do do ...	Fort, Tumkoor ...	413 8 0	... ...	49 4 0	1,342 10 10	1,258 6 1	80 0 0	1,338 6 1	4 4 9	... ...	17 5 4	3 2 6	
30	Sarandga Darshani Bálika Pátashála	Seringapatam ...	... ...	... ...	60 0 0	529 0 0	529 0 0	... ...	529 0 0	... ...	... ...	17 6 9	4 0 0	
		Total	7,973 6 9	488 3 1	4432 11 1	33,961 0 1	31,333 6 9	2,474 15 2	33,828 5 11	1,765 3 3	1,632 9 1			

Office of the Director of Public Instruction,
Bangalore, 12th June 1872.

J. GARRETT,
Director of Public Instruction.

No. 8.

Abstract of Receipts and Charges in Government and Grant-in-aid Schools for the year 1871—72.

		Receipts.																Charges.																Remarks.
		Schools of the Higher Class.			Schools of the Middle Class.			Schools of the Lower Class.			Hóbli Schools.			Female Schools.			Total.			Schools of Higher Class.			Schools of the Middle Class.			Schools of the Lower Class.			Hóbli Schools.			Female Schools.			Total.			
General Education.	Govt.	54,117	1	9	9,039	11	3	32,457	11	11	34,754	0	0	1,624	8	0	1,31,993	0	11	46,330	5	9	8,278	15	6	30,143	5	8	34,754	0	0	1,620	0	0	1,21,126	10	11	
	Private	48,750	5	6	26,516	13	0	21,345	4	3	...	...	...	33,961	0	1	1,30,573	6	10	50,496	8	7	26,948	7	6	21,402	13	4	...	...	...	33,828	5	11	1,32,676	3	4	
Special Education.	Govt.	9,177	4	0	...	...	...	...	...	...	5,085	11	0	...	...	...	14,262	15	0	9,126	0	0	...	...	...	...	...	...	5,085	11	0	...	...	...	14,211	11	0	
	Private	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total.....		1,12,044	11	3	35,556	8	3	53,803	0	2	39,839	11	0	35,585	8	1	2,76,829	6	9	1,05,952	14	4	35,227	7	0	51,546	3	0	39,839	11	0	35,448	5	11	2,68,015	9	3	

Office of the Director of Public Instruction,
Bangalore, 12th June 1872.

J. GARRETT,
Director of Public Instruction.

No. 9.

Abstract of Expenditure of the Educational Department for the year 1871—72.

CHARGES.	From Imperial Funds.			From Local Funds.			Total Expenditure.			REMARKS.
GENERAL ADMINISTRATION.										
Direction and its subsidiary charges	13,980	0	0	...	...	...	13,980	0	0	
Inspection and its subsidiary charges	21,024	0	0	...	...	...	21,024	0	0	
INSTRUCTION.										
GOVERNMENT SCHOOLS.										
General.										
Higher Class	46,330	5	9	...	...	...	46,330	5	9	
Middle „	7,754	0	0	525	0	0	8,279	0	0	
Lower „ (Talook)... ...	30,143	5	8	...	...	...	30,143	5	8	
Hóbli Schools	34,754	13	2	...	...	...	34,754	13	2	
Female Schools	1,673	0	0	...	...	...	1,673	0	0	
Other Items	...	...	...	...	...	...	...	...	...	
GOVERNMENT SCHOOLS.										
Special.										
General Normal School ...	5,566	4	0	...	...	...	5,566	4	0	
Hóbli Normal Schools... ...	5,085	11	0	...	...	...	5,085	11	0	
Engineering School	3,560	0	0	...	...	...	3,560	0	0	
GRANTS-IN-AID										
Higher Class	19,477	0	0	31,019	8	7	50,496	8	7	
Middle „	12,620	0	0	14,328	7	6	26,948	7	6	
Lower „	10,398	8	0	11,004	5	4	21,402	13	4	
Female Schools...	12,687	10	0	21,140	11	11	33,828	5	11	
Miscellaneous including Book Department...	24,548	6	3	...	...	...	24,548	6	3	
	2,49,602	15	10	78,018	1	4	3,27,621	1	2	

OFFICE OF THE DIRECTOR OF P. I.,
BANGALORE, 12*th June* 1872.

J. GARRETT,
Director of Public Instruction.

APPENDIX V.

STATISTICAL RETURNS.

STATISTICS OF INSTRUCTION

TABULATED ACCORDING TO THE FORMS PREPARED BY THE

STATISTICAL COMMITTEE.

A. ECCLESIASTICAL.

B. EDUCATIONAL.

1. UNIVERSITIES (NONE.)
2. SCHOOLS.

C. LITERARY AND SCIENTIFIC.

1. LITERARY AND SCIENTIFIC SOCIETIES.
2. THE PRESS.

IV.

STATISTICS OF INSTRUCTION.

A.

ECCLESIASTICAL.

Return of Religious Institutions of various Denominations in the Province of Mysore for the year 1871—72.

		Number of Churches or Institutions.	Number of Ministers or Priests.	Number of Persons attending Worship.	Income.			From Fees and Offerings.	Explanatory Remarks.
					Paid by Govt.	From Endowed Property. In Land.	From Endowed Property. In Money.		
Christian	Roman Catholic ...	85	1 Bishop. 25 Priests.	25,000	300-0-0	93	...	....	55 Chapels, 30 Institutions, Schools and others.
	Church of England ...	16	6	2,500	4 Chaplain's Salary and 1 itenerant Minister.	...	1,800	...	This amount does not include travelling allowances to outstations.
	Church of Scotland ...	1	1	400	856-0-0	...	...	From 480 to 600	
	Protestant Dissenters.								
	Wesleyans ...	15	12	1,250	...	...	...	10,550	
	Independents ...	15	13	391	...	...	...	4,720	Besides 2 Churches, 13 Schools.
	Baptists ...	1	1	From 30 to 100	...	...	...	...	There is no Baptist Mission in Bangalore, but a Church the pastor is supported by the free will offerings of fellow Christians.
	Greeks ...	...	...	...	...	...	...	...	
	Armenians ...	...	...	...	...	...	...	...	
	Unitarians ...	...	...	...	...	...	...	...	
Hindú ...		21,273	16,499	1,229,475	2,99,591	16,020	25,378	23,666	
Mahomedan.—	Súni ...	610	328	70,758	13,864	521	305	1,863	
	Shiya ...	3	2	150	7	...	...	...	
Sikh ...		4	21	590	21	...	...	...	
Buddhist or Jain ...		155	68	7,383	4,130	551	191	1,854	
Total		22,178	16,977	1,337,997	3,18,769	17,185	27,674	43,313	

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
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J. GARRETT,
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IV.

STATISTICS OF INSTRUCTION.

B.

EDUCATION 2.

General Statement of Educational Institutions in the Province of Mysore for the year 1871—72.

	GOVERNMENT INSTITUTIONS.												PRIVATE INSTITUTIONS AIDED AND UNAIDED.														
					Teachers.		Income.			Number of Persons instructed in—			Class.						Income.			Number of Persons instructed in—					
	Number.	Number of Students on the Roll.	Average Attendance daily.	Average Age.	Christian.	Others.	Public Funds.	Fees.	Total.	English.	Vernacular.	General.	General.	Hindu.	Mahomedan.	Christian.	Total.	Average Attendance daily.	From Endowments.	From Fees.	From Govt. Grant.	English.	Vernacular.	General.	Grand Total of Schools.	Grand Total of Average Attendance.	Proportion of Attendance to Population.
COLLEGES.—																											
Arts ...																											
Profession ...																											
SCHOOLS.—																											
Higher ...	7	1,351	1,111	...	...	...	46,330	7,787	54,117	1,351	1,351	...	...	...	...	5	5	673	12,461	18,558	19,477	823	605	...	12	1,784	
Middle ...	7	269	218	...	...	...	7,754	713	8,467	268	268	...	...	...	...	9	9	533	12,605	1,723	12,620	615	315	...	16	751	
Lower ...	574	15,328	13,066	...	...	...	64,898	2,314	67,212	...	15,358	...	...	1,938	55	38	2,031	26,768	9,384	1,621	10,398	186	27,806	...	2,605	39,834	
GIRLS' SCHOOLS.—																											
Higher ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	4	218	1,010	6,425	3,804	256	...	...	4	218	
Middle ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	5	146	4,905	936	3,813	293	71	...	5	146	
Lower ...	8	237	187	...	...	...	1,673	4	1,677	...	237	...	...	3	3	20	26	1,280	7,253	612	5,070	21	1,630	...	34	1,467	
NORMAL SCHOOLS.—																											
For Masters ...	4	69	69	...	...	...	10,652	...	10,652	1	68	...	...	...	...	...	...	...	...	...	...	...	...	...	4	69	
For Mistresses ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
SPECIAL SCHOOLS.—	3	481	481	...	...	...	3,560	51	3,611	8	367	...	...	...	...	...	...	...	...	...	...	...	...	...	3	481	
Total.....	603	17,735	15,132	...	...	...	1,34,877	10,869	1,45,736	1,628	17,649	...	...	1,941	58	81	2,080	29,618	47,418	29,875	55,182	2,140	30,427	...	2,683	44,750	

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
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IV.
STATISTICS OF INSTRUCTION.
C.
SCIENTIFIC AND LITERARY.
I. SCIENTIFIC AND LITERARY SOCIETIES.
Annual Return in the Province of Mysore for the year 1871—72.

NAME.	Objects.	Income.				Members or Visitors.				Registered or not.	When established.	
		From Government.	Endowments.	Subscriptions.	Total.	Male.	Female.	Juvenile.	Total.			
BANGALORE.												
Mysore Museum...	To illustrate the products and resources of Mysore	4,012	...	...	4,012 -0—0	104,642	58,255	...	1,62,897	Nil	1865	
Literary and Scientific Institute ...	Moral and Intellectual Institute ...	600	...	826—12—0	1,426-12—0	70	...	...	70	...	1868	
St. John's Library for Pensioners ...	To provide suitable books for pensioners and their families and others residing in St. John's Hill ... ... To take in certain Newspapers and monthly Periodicals	...	...	295— 7—0	295 --7—0	24	6	...	30	...	1854	
Hindu Literary Union	Mutual improvement of the members and of their fellow countrymen ...	...	...	...	...	...	...	...	...	...	...	Closed
Mahomedans' Library	To keep open to the public for the perusal of Arabic, Persian and Hindustani works, of old and new, and to lend the same to the subscribers...	...	...	...	...	...	...	...	...	...	...	
Mutual Improvement Society ...	Mutual Improvement of the members...	...	...	38— 7—9	38— 7—9	16	...	...	16	...	1867	
MYSORE.												
Native Literary Society	Improvement in English by reading and discussion	...	...	562—12—0	562—12—0	34	...	...	34	...	1866	
Mutual Improvement Society ...	Mental and moral culture of members	...	...	180—0—0	180—0—0	35	...	...	35	Registered.	1867	
SHIMOGA.												
Hindu Literary Union	Mental and moral improvement of the members by periodical lectures, essay writing, reading standard authors, &c...	...	...	...	...	...	...	...	...	...	...	No form received.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
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IV.

STATISTICS OF SCIENTIFIC AND LITERARY INSTRUCTION.

C. THE PRESS.

Annual Return in the Province of Mysore for the year 1871—72.

Name.	Number of Newspapers.						Periodicals.							
	Daily.		Bi or Tri-weekly.		Weekly.		Monthly.		Quarterly		Yearly.		Occasionally.	
	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.
Mysore Government Press.	...	...	...	...	The Mysore Gazette in English and Kanarese.	...	...	...	...	...	...	...	...	...
Wesleyan Mission Press, Bangalore ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Books published in the year.			
English.		Other Languages.	
Books.	No. of Copies.	Books.	No. of Copies.
		Kanarese.	
Annual Departmental Reports of the Mysore Province for 1869—70 (in part finished)	150	Indian Penal Code, Amendment Act No. XXVII of 1870	350
Annual Progress Report of D. P. W. in Mysore for 1870—71 ...	100	European Vagrancy Act XXI of 1869 ...	100
" " " Coorg ...	80	Registration Act VIII of 1870 ...	500
Annual Account of Appropriation and Outlay on P. W. in Mysore ...	25	" " with Rules ...	1,000
" " " " Coorg ...	12	Indian Limitation Act No. IX of 1871 ...	300
" " " Mysore State Railway Survey ...	12	Revised Rules under the provision of Court Fees' Act VII of 1870 ...	500
" " " From Local Funds ...	25	Revised Rules for preventing the spread of venereal diseases	600
Annual Report of the Controller, Money Orders, Mysore Circle, for 1870—71	45	Bangalore Municipal Regulations, 1871 ...	100
Mysore Forest Progress Report for 1870—71	300	Coorg Forest Rules	200
Coorg " " "	300	Arithmetic (in part finished) ...	5,000
Annual Administration Report of Mysore, for 1870—71 ...	350	Balva Sára	5,000
" " " Coorg " ...	100	Kathá Sangrah	10,000
Annual Report on Public Instruction in Mysore, 1870—71 ...	200	Second Book	10,000
" " " Coorg " ...	250	Aesara Kóśa (in part)	5,000
Mysore and Coorg Registration Report for 1870—71 ...	100	Elements of Euclid, Book II (in part) ...	1,000
Report on the Mysore State Railway Survey ...	60		
Mysore Provincial Budget for 1872—73	100	Forest Map of Mysore	220
Coorg Public Works Budget	100		
Indian Penal Code Amendment Act No. XXVII of 1870 ...	150		
European Vagrancy Act No. XXI of 1869	50		
Registration Act VIII of 1871	100		
" " with Rules	400		
Indian Limitation Act IX of 1871	125		
Amended Railway Act XXV of 1871	25		
Revised Rules under the provision of Court Fees' Act VII of 1870 ...	100		
" " " Bombay Local Penal Act III of 1869 ...	20		
Notes on the Aneroid Barometer	100		
Rules for the Examination of Candidates for the Hospital Assts.' Grade.	50		
Memorandum on the discovery of cromlechs in Mysore ...	20		
Acting Allowance Code	35		
List of various Indian tenures in Mysore	100		
Memorandum on the cultivation of Cardamom in Coorg ...	100		
Manual of Coorg Civil Law (in part finished) ...	200		
Coorg Forest Rules	100		
Abridged History of India (in part finished) ...	2,000		
Manual of Conduct	2,000		
English and Kanarese Dictionary (in part)	2,000		
Annual Departmental Reports of the Mysore Province for 1870—71 (in part)	150		
		School Books, &c. in Kanarese.	
		Kanarese Arithmetic	2,000
		" Selections	1,000
		" English First Book ...	3,000
Miscellaneous, English.		Commentary on Penal Code, Royal ...	1,000
		Law of Contracts	1,000
Pastoral letter	150	Daily Text Book	500
Prayer Meeting Hymns	750	Catechism of Scripture History Part II ...	1,000
London Mission Report	200	Arithmetical Tables and Rules ...	1,000

REMARKS.

THE

PRESS. (Continued.)

Name.	Number of Newspapers.						Periodicals.								Books published in the year.				Remarks.
	Daily.		Bi or Tri-weekly.		Weekly.		Monthly.		Quarterly		Yearly.		Occasionally.		English.		Other Languages.		
	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	Books.	No. of Copies.	Books.	No. of Copies.	
Wesleyan Mission Press, (Continued.)															Wesleyan Mission Report	250	Kanarese First Book	5,000	
															Various School Reports	550	" and English Vocabulary ...	5,000	
															History "Ameer Kahal"	50	Conference Catechism No. I ...	8,000	
															Form Laying Foundation Stone	600	" " II ...	2,000	
															Report, Cantonment Orphanage	250	Christian Lyrics, Royal	1,000	
															Miscellaneous Forms about 3,100,000 pages	...	Book of Offices	250	
																	Society Tickets	11,400	
																	Tracts in Kanarese.		
																	True Shastra	3,000	
																	On Economics	2,000	
																	Wolf Story	3,000	
																	The Bible and the Koran, Part I ...	4,000	
																	" " II ...	4,000	
																	Hunlihlli (various)	17,000	
Vichára Darpana Press ...															... ...		Gita Govinda	1,250	
																	Vishnu Bhaktisára	2,000	
																	Guru "	1,000	
																	Narahari "	100	
																	Shankaráchárya Shetaka	2,500	
																	Nágalinga "	1,000	
Karnátaka Press ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	... .		Tika Amarakósha or Sanskrit Dictionary with Kanarese meaning ...	2,500	
																	Sabda Bhákára	1,000	
																	Criminal Rules of Practice	1,000	
																	Civil " "	1,000	
																	Amarakósha	1,000	
																	The Tales of Maryáda Rámanna ...	1,000	
																	Village Munsifs and Patels' Guide ...	1,000	
																	Tales of Mai Rámanna	1,000	
	...	...	...	...	...	...	...	...	...	...	...	...	...	...			Prisoners' Act	2,000	
																	Railway Dandaka	1,000	
																	Chowsama	1,000	
																	Gópikagita	1,000	
																	Tales of Simanda Gauda	1,000	
																	Kuruvanji (Songs)	1,000	
																	Sahara Sankara Villás	1,000	
																	European Vagrancy Act	3,050	
Central Jail Press ...	This Press is entirely employed in printing Forms, Statements, Returns and Reports for																		
Sadar Vála Sháláda Sabhá Press ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Government Offices.				
Krishna Rája Vilás Press ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...					
Columbian Press ...	...	...	"Bangalore Herald," English.		...	...	...	...	...	...	...	...	...	...	... ...		Hindu Family Pension Fund Annual Report	500	
															... ...		Chika Kathé or (Story)	1,000	
															Prospectus Southern India Rifle Association	500			
															Directions for growing flowers and Foliage Plants, 2nd Edition	200			
															" 3rd Edition	200			
Roman Catholic Press ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Report S. I. Rifle Association	400			
Spectator Press ...	...	...	"Bangalore Spectator," English.		...	...	...	...	...	...	...	...	...	...	Abridgment of Catechism [Reprinted]	1,000			
Fitchid Press ...	...	...			...	...	...	...	...	...	...	...	...	...	... ...		No return.		
Bákhi Press ...	...	...			...	...	...	...	...	...	...	...	...	...	... ...		"		
Mathikh Nakhi Press ...	...	...			...	...	...	...	...	...	...	...	...	...	... ...		"		
Kásim ul Akbar Press ...	...	...			...	...	...	...	...	...	...	...	...	...	... ...		"		
Sahkári Press ...	...	...			...	...	...	...	...	...	...	...	...	...	... ...		"		

Office of the Director of Public Instruction,
Bangalore, 12*th June* 1872.

J. GARRETT,
Director of Public Instruction.

Statement shewing the Expenditure of Public Money during the year 1871—72, *on Educational Buildings in the Province of Mysore.*

Expenditure from Department Public Works Budget.	Amount. Rs.	As.	P.	Expenditure from Educational Budget.	Amount. Rs.	As.	P.
				(*d.*) *Repairs.*			
(*a.*) *Repairs.*	...	...	...	*Repairing Schools, estimates varying from Rs. 6 to Rs. 548	2,638	0	0
				(*e.*) *Minor Works.*			
(*b.*) *Minor Works up to Rs.* 2,500. ..	...	...	...	Enclosing School compounds, estimates varying from Rs. 18 to 259 ...	1,184	14	0
				(*f.*) *Minor Grants-in-aid under Rs.* 1,000.	1,390	0	0
				(*g.*) *Larger Grants-in-aid above Rs.* 1,000.	14,131	0	0
(*c.*) *Larger Works above Rs.* 2,500. ...	...	...	...	Total from Educational Budget.....	19,343	14	0

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
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APPENDIX VI.

LIST OF TEXT BOOKS USED IN THE VARIOUS CLASSES OF GOVERNMENT SCHOOLS IN MYSORE.

In the Bangalore High School.

Language, English.	Poetry, Select Poetry.
	Prose, Manual of Conduct, First, Second and Third Books.
	Grammar, Bain's, Morrell's and Sullivan's.
	Composition, Cornwell's.
Kanarese. ..	Poetry, Dásara Pada and Padya Sára.
	Prose, Nalacharitra, Kathá Manjari, Third Book and Kathá Saptati.
	Grammar, Vágvidháyani and Mangalore.
Mathematics. ..	Arithmetic, Barnard Smith's, and Irish.
	Algebra, Tod Hunter's.
	Euclid Do.
History.	Collier's British Empire, and Garrett's India and England.
Geography. ..	Hughe's and Clift's and Bangalore.

N. B—In College Classes the University Text Books are used.

In the Rája's School, Mysore.

Language, English.	Poetry, Select Poetry.
	Prose, First, Second and Third Books and Manual of Conduct.
	Grammar, Morrell's, Angus,' Sullivan's, Cornwell's Dublin.
Kanarese. ..	Poetry, Padya Sára.
	Prose, Kathá Manjari, Kathá Saptati, First, Second, and Third Books.
	Grammar, Vágvidháyani.
Mathematics. ..	Arithmetic, Barnard Smith's and Dublin.
	Algebra, Tod Hunter's.
	Euclid, Pott's.
History. ..	Morris', Garrett's India, Collier's British Empire.
Geography. ..	Hughe's, Duncan's India and Bangalore Geography.

N. B—In College Classes the University Text Books are used.

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In Government Schools.

Anglo-Vernacular Schools.

Language, English.		Poetry, Select Poetry.
		Prose, First, Second and Third Books, Manual of Conduct.
		Grammar, Bain's, Morrell's and Sullivan's.
		Composition, Dalgleish's and Cornwell's.
Kanarese.	..	Poetry, Padya Sára.
		Prose, First, Second and Third Books, Kathá Manjari.
		Grammar, Vágvidháyani.
Mathematics.	..	Arithmetic, Barnard Smith's and Irish Series.
		Algebra, Tod Hunter's.
		Euclid, Cassell's, Pott's and Tod Hunter's.
History. ..	..	Collier's British Empire, Morris' India and Garrett's India and England.
Geography.	..	Hughe's, Duncan's India, and Bangalore Geography.

N. B—In College Classes the University Text Books are used.

Talook and Hóbli Kanarese Schools.

Language, Kanarese.		Poetry, Padya Sára.
		Prose, First, Second and Third Books, Kathá Saptati, Kathá Manjari, Kathá Sangraha, Pancha Tantra.
		Grammar, Vágvidháyani, Amarakósa,
Mathematics.	..	Arithmetic, Anka Ganita.
Euclid. ..	..	Rékha Ganita.
History. ..	..	Morris' India and England, Garrett's do.
Geography.	..	Bhúvivarane.

Hindustáni Schools.

Language, Persian.		Poetry, Zalika, Bostan and Karima.
		Prose, Anvar Soheli, Gulistan Hikayat Latifa.
Hindustáni. ..		Ikvanus Safa, Char Darvesh, Talim Nama, First Book.
		Grammar, Arabic-Sarfimir, Mizan.
		Persian, Tahkikul Kavanin, Char Gulzar Kavayad in Farsi.
		Hindustáni, Kavayad in Urdu.
Mathematics.	..	Arithmetic, Algebra, Euclid.
History and Geography.		Panjáb School Books.

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